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ABSTRACT

The Washington State Core Competencies Project is designed to implement competency-based adult education in the state's 38 adult basic education programs. A model curriculum was developed and field-tested over several years. The resulting curriculum outline of core competencies for English as a Second Language, level 2, is presented here. The competencies are statements of student outcomes, organized around a sequence of basic skills. They are more general than traditional outcome statements because they are intended for use in a wide variety of settings. Core competencies are divided into five discrete areas: listening/observing; speaking; reading; writing; and computation for daily living needs (e.g., money management, measurement). For each competency, the curriculum provides the following: a general objective; suggested individual and group activities; related structures, vocabulary, and materials or resources; evaluation methods; recommendations for expansion of skills; notes on distinctive features of related structures in languages that may be students' native tongues; prerequisite skills or knowledge; possible life skills applications; and methods of assessment of the competency. Two bibliographies are appended: a 93-item list of supplementary materials for students and a 43-item list of teacher resources for levels 2 and 3. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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Washington State

CORE Competencies

Model Curriculum

English as a Second Language

Level 2

Version 1.0 - August 1990

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Introduction to the Core Competencies

The Washington State Core Competencies Project is a five-year, multi-phase project designed to implement competency-based adult education (CBAE) concepts within the state's thirty-eight Adult Basic Education programs. In 1985, Washington state ABE staff began investigating CBAE developments in other states. Although several CBAE models were available, a steering committee of practitioners recommended that the state develop its own model. This decision enabled the state to design an approach to CBEA that reflects the unique needs of the state and and at the same time, maximized the participation of teachers and administrators in the development process.

Phase I - Competency Identification

Development began in 1985 with the designation of instructional levels and subject areas to be implemented within the Adult Basic Education, English as a Second Language and GED Preparation components of all local programs. These levels formed the framework for the identification of the core competencies which are broad statements which identify student outcomes for each level and subject area. Upon implementation of the project in the fall of 1990, all local programs will be required to offer a program of instruction which incorporates the core competencies.

The key difference between the competency-based approach taken by Washington State and CBAE models in other states is that Washington competencies are **oriented to and organized around a sequence of basic academic skills** rather than life skill outcomes. The context or application of the skill is emphasized at the curricular level.

The competency identification phase took fifteen months to complete and involved a majority of the state's local instructors and administrators. Sub-committees of teachers for each level and area developed draft lists which were circulated to several hundred teachers for comment. Regional forums were held to provide an opportunity for a dialogue about the competencies with teachers and administrators. Following the forums, extensive redrafting was undertaken before the first version of the Competencies was released.

Phase II - Model Curriculum

Although some local ABE programs in the state utilize a formal curriculum for basic skills instruction, many other programs rely on the instructor to identify outcomes, methods and materials. In order to assist local programs in implementing the Core Competencies, the project steering committee decided to develop a Model Curriculum which local programs would have the option of adopting, adapting to their own curriculum or ignoring if their current curriculum adequately addressed the state competencies.

In defining the Model Curriculum, the project steering committee employed a comprehensive approach. The Core Competencies Model Curriculum includes the following components:

1. Identification of the competency
2. List of measurable student learning objectives (one to six for each competency)
3. Identification of group and individual instructional activities
4. Identification of recommended instructional materials
5. Identification of recommended evaluation processes (i.e., mastery testing).

Curriculum developed during 1988 was field tested 1989. Over half of the program sites in Washington participated in the field tests. Revisions based on the field tests were completed in the fall of 1989. Critical thinking, oral communication and interpersonal skills which were part of the original ABE Core Competencies are undergoing further development and will not be released until 1991 when they will again become a part of the ABE curriculum.

The Core Competencies Project is managed by the Adult Basic & Literacy Educators Network of Washington (ABLE-Net). Funding for the Core Competencies Project is provided by the Washington State Office of the Superintendent of Public Instruction under Section 353 of the federal Adult Education Act. The Core Competencies Model Curriculum was produced by ABLE-Net which retains the copyright for all materials after conditions of the original funding source have been met.

ESL Preface

What are the Core Competencies?

The core competencies are statements of student outcomes which are organized around a sequence of basic skills. These are also called enabling skills.

Why is that so different?

It is different because the Core Competencies are stated in far more general terms than the statements of more traditional competency-based curricula. The decision to do this reflects the student population in this state. A student learning English and working in Eastern Washington will need the same enabling skills as one living in an urban setting in Western Washington. The difference lies in the life-skill application. For example, a student living in a rural setting will have no need to read a metropolitan bus schedule, but may need to read a map of the area. The Core Competency, *"Extract basic information from clocks, schedules, calendars and maps,"* allows the teacher to select the objective and life-skill application relevant to the student. Instructional content is subsequently based on the students' real-life needs, goals and abilities. The Core Competencies standardize the Adult Basic Education programs around the state of Washington not only in ESL, but also in ABE and GED. A student should be able to learn the same enabling skills whether s/he resides in Seattle or Grandview. Assessment and placement systems will be based on the Core Competencies.

What is the Model Curriculum?

The Model Curriculum is a formal curriculum based entirely on the Core Competencies. Its development will give local programs the option of adopting, adapting it to their own curriculum, or use their curriculum in its place if it adequately addresses the state competencies. The model curriculum is extremely comprehensive. It is meant to be a "living document." The curriculum is on computer disks, and updates will be made continually as teachers work with it. Instructors are urged to expand and improve the model curriculum as it is in no way exhaustive.

How are the Core Competencies structured in the ESL Model Curriculum?

The Core Competencies are divided into five discrete areas: Listening/observing, speaking, reading, writing, and computation. Computation was included because ESL students, particularly those who have jobs, earn money, pay rent, buy cars and food, etc.

Because the Core Competencies are listed as discrete skills, do they have to be taught as separate skills?

No. Learning English should be a holistic combining of skill areas. For example, going shopping necessitates using a variety of skills: making a shopping list (writing); deciphering store signs and product labels (reading); talking to the clerk and listening to information provided (listening/observing); and checking the receipt (computation). It is suggested that the curriculum be used in this manner so that more than one objective at a time can be covered. Often in the curriculum, suggestions are given as to how one competency relates to others.

Do the Core Competencies have to be taught in the order presented?

No. They can be sequenced according to the instructional plan. It is, however, recommended that the prerequisite skills for each competency be examined thoroughly to ascertain if the student has the necessary background to begin the objective.

Do the students have to complete every activity?

No. The activities are suggested, many will have to be adapted to the students' particular needs. If, for example, the competency lists an activity with a vocational emphasis, and the students need to learn about health, then the instructor will have to change the vocabulary, etc. to address that particular area.

(continued)

ESL Preface (continued)

What about teaching grammar?

A list of related structures is included in each competency, so the instructor can teach the necessary or grammatical form, within a context. Some times a structure may seem somewhat advanced. For example, should a Level 1 student learn the present perfect? In a context, the answer is yes. Most Level 1 students can already say, "I have been in the U.S. for . . ." If they are studying vocationally-related material, they can expand this grammar to the situation as needed. "I have studied English for . . . I have worked for . . . I have sold . . ." etc. It is not necessary at this level to introduce all the applications of the present perfect, nor an exhaustive list of the accompanying forms.

What is the basic orientation of the Model Curriculum—functional/notional, situational, or structural (grammar)?

The model curriculum is an integrated curriculum. It combines all of the above. Many of the competencies are stated in functional terms. The situations are addressed in each competency in the life-skill application section. There is always a list of related structures. The combining of these three areas promotes fluency and communicative competency in a manner that meets the needs of the students.

How will the use of the Core Competencies or the adoption or the Model Curriculum affect my teaching?

If you are a trained ESL teacher, you will recognize many of these objectives are already what you have been teaching. You will also note ESL methodologies are incorporated in the curriculum in the activities section. That section is followed by a list of suggested ESL texts and materials.

If you have received little or no ESL training, the Model Curriculum offers detailed activities which can be directly used in the classroom. You are encouraged to explore the student texts listed and the teacher resources to understand the philosophy supporting the methodologies. Formal training programs are very beneficial in gaining expertise in teaching ESL.

Using your Core Competencies or the Model Curriculum, however, may change your daily lesson planning process. Because the Core Competencies are enabling skills, you will be able to focus on which skills a student needs to complete a task in any given topic area

For example, a typical situational competency might be "The student will be able to state basic food needs." The corresponding competency would be, "The student will be able to use appropriate verbal and nonverbal behavior to express immediate needs." Stated in this more general language, the teacher can address not only shopping topics, but any other area the student needs to be familiar with. The competency is meant to be used across a broad spectrum of topics. This freedom allows teachers and students together to choose relevant instructional content. There are some students who need a vocational emphasis while others are elderly or homebound and could benefit most from survival skills.

Can the Model Curriculum be used in multi-level classrooms?

Yes. The Model Curriculum was designed for and field tested in multi-level classrooms, and can be effectively grouped across levels.

What about assessment?

Suggestions for evaluation of individual objectives and competencies are included in each section. However, institutional assessments for placement or completion of the program are not addressed in the curriculum.

OVERVIEW

COMPETENCY

L/O 1.0 Discriminate English voice patterns (stress, pitch, rhythm, intonation) among questions, statements, and imperatives.

PREREQUISITE SKILLS/KNOWLEDGE

Ability to make questions: tag, yes/no, and wh-questions, understanding of imperatives; appropriate vocabulary that is job, class or life-skills related

OBJECTIVES

The student will

L/O 1.1 Discriminate among questions, statements, and imperatives from voice patterns.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Distinguish among the uses for various workplace language: commands, questions, small talk, etc.
2. Discriminate among questions, statements and imperatives in citizenship class.
3. Recognize significance of patterns used in warnings, prescriptions, emergencies, and dialogue at the doctor's office.
4. Distinguish among questions, statements and imperatives when obtaining information for self or children.

COMPETENCY ASSESSMENT

1. The student is read statements, questions, or imperatives and discriminates among them by pointing to the proper punctuation mark with 80% accuracy
2. The student is given a list of similar questions, imperatives and statements. The student writes the correct punctuation mark after hearing each one, with 80% accuracy.

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COMPETENCY

L/O 1.0 Discriminate English voice patterns (stress, pitch, rhythm, intonation) among questions, statements, and imperatives.

OBJECTIVE

L/O 1.1. Discriminate among questions, statements, and imperatives from voice patterns.

INDIVIDUAL ACTIVITIES

Present prepared lists of voice patterns from the group activity called "Color Tones". Monitor student success.

Tape record sentences and have the student use a number to mark what kind of sentence s/he heard (1=statement, 2=question, 3=imperative).

GROUP ACTIVITIES

Color Tone:

1. Prepare a variety of sentences, and make sure to scramble questions, statements, and imperatives.
2. Keep your sentences in a single skill area: citizenship, VESL, health, etc.
3. Pass out three pieces of paper to each student: one red, one green, and one blue. (Or you can use the punctuation marks.)
4. Read each sentence naturally.
5. Model the appropriate answer for the students by holding up the correct color when you say one of the sentences: red for imperatives, green for statements, and blue for questions.
6. It may be useful to use board diagrams for each voice pattern.
7. Repeat each sentence three times while the students listen, and then have students hold up the appropriate color.
8. Repeat this activity weekly with new sentences.
9. Change topic areas as necessary.
10. Examples: Sort these tools. (work, imperative) Do you have headaches? (health, question) Yes, Francis Scott Key wrote the "Star Spangled Banner." (citizenship, statement) Don't smoke in this area. (work, negative imperative)

Use *Jazz Chants* or *Small Talk* to have the students practice listening to the voice intonation. Also, the most recent edition of *Side by Side* has many voice intonation patterns for students to listen to and practice.

Write statements, questions and imperatives on the board. Draw the voice patterns with lines showing rising and falling intonation. Indicate what is loud and soft by underlining, and show the stress using accent marks.

OBJECTIVE

L/O 1.1 Discriminate among questions, statements, and imperatives from voice patterns *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
imperatives (both affirmative and negative) tag, y/n, wh-questions, pronouns: subject and demonstrative tenses: simple present, present continuous, past and future modals: can, may, might, could	Is it finished? I want you to . . . Can you . . . Do you . . . Put this . . . Don't . . . Come here! Take that! I'm done. I don't understand. Tell me again. I have . . . I can . . . I am . . . Yes/no/maybe, Sorry, Excuse me, etc. Take three of these, etc. Do you have . . . Are you . . . Can you . . . Was he . . . It is . . . He was . . . For discussing intonation: rising, falling, loud, soft, stress	*Federal Textbook on Citizenship* *Questions and Answers on American Citizenship* *Pronunciation Drills* *Listen for It* *Jazz Chants* ("Easy Solutions" and "Warning") *Small Talk* *Ready? Listen!* *Side by Side*, Second Edition pieces of colored paper cards with punctuation marks (period, exclamation point, question mark)

EVALUATION OF OBJECTIVE

The student listens to imperatives, questions and statements, and identifies them with 80% accuracy.

SKILLS EXPANSION

Speaking Color Tone: One student says a sentence and the class holds up the appropriate color. Rotate willing students for the role of speaker. If speakers make a mistake in voice pattern, let the class correct. Use work, health and citizenship sentences.

CULTURAL ORIENTATION

Speakers of tonal languages (Vietnamese, Chinese, Lao, Thai) do not use a rising tone to indicate questions; instead, question markers are used.

OVERVIEW

COMPETENCY

L/O 2 Understand short conversations on familiar topics in person and on the telephone.

PREREQUISITE SKILLS/KNOWLEDGE

Knowledge of vocabulary in areas such as emergency, health, citizenship, school, employment, time, etc.

OBJECTIVES

The student will

L/O 2.1 Identify important information in simple conversations in person and on the telephone (e.g., who, what, when, where and how).

L/O 2.2 Recognize requests for information or assistance.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Identify important information when talking to a supervisor, teacher, immigration officer, doctor, nurse, etc.
2. Responds to a request for help on the job, in an emergency situation, in class, etc.
3. Identify important facts about American history or government.
4. Identify important information about appointments.
5. Identifiy important information from a simple telephone call (e.g., making an appointment, asking for road conditions or the time of day, etc.).

COMPETENCY ASSESSMENT

1. The student provides requested information or identifies important information from simple conversations on the telephone, with 80% accuracy.
2. The student listens to a recorded telephone call requesting simple information about school, going to the dentist, or doctor or the INS office. The student reports important information (who, what, when, where and how) with 80% accuracy.

COMPETENCY

L/O 2.0 Understand short conversations on familiar topics in person and on the telephone.

OBJECTIVE

L/O 2.1 Identify important information in simple conversations in person and on the telephone (e.g., who, what, when, where and how).

INDIVIDUAL ACTIVITIES

Use low-beginning tape programs that have short (3-5) exchanges and prepare handouts which have questions about the information in the conversations. The tapes can also be teacher-made using words from the dialogues that the student is already familiar with.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Make flashcards with the question words on them that will elicit important information (e.g., When? . . . Where? . . . Who? . . . Why?). Either role-play with the students or supply dialogues for them to act out. Have the groups perform the dialogues/role-play and then hold up the question cards. Have the other students respond with the appropriate information.

Give the students taped phone conversations to listen to. Have the students talk about the information they hear. Next have them reenact the conversation in their own words.

Have the students call government offices or other numbers (e.g., highway information, weather, movie times etc.) which have recorded messages. Ask them to bring the information back to class.

OBJECTIVE

L/O 2.1 Identify important information in simple conversations in person and on the telephone (e.g., who, what, when, where and how) *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
Imperatives y/n and wh-questions past and present tense pronouns: subject, object possessive adjectives, adverbs	vocabulary related to various topics: making appointments, work, health, citizenship	*Ready? Listen!* *Real to Reel* *From the Start* *Vocabulary in Context* dialogue and role-play situations telephone numbers for pre-recorded messages

EVALUATION OF OBJECTIVE

The student will answer questions related to short conversations on familiar topics with 80% effectiveness.

COMPETENCY

L/O 2.0 Understand short conversations on familiar topics in person and on the telephone.

OBJECTIVE

L/O 2.2 Recognize requests for information or assistance.

INDIVIDUAL ACTIVITIES

Have an aide or tutor make requests of the student. It should start with simple classroom questions. "Please tell me your name?" "Can you help me move this table?" "Would you take this paper to the secretary?" The student can respond verbally or by doing what is asked.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Role-play or do a dialogue of an emergency situation. Have the students respond appropriately to the situation.

Provide students with dialogues from work, citizenship, or life-skill areas in which requests are made. Divide the students into groups. Have them listen to the dialogues on tape, identify requests and write them on newsprint. Hang the newsprint on the wall and talk about the requests. Requests could include those made by a doctor during a checkup, by a receptionist when making an appointment, by the teacher on the first day of class, or by the supervisor on the job.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
imperatives modals prepositions polite questions for requests	Please help me to. . . May I . . . Would you please. . . Please tell me your. . . Hand me the. . . Give the. . . to the. . . other vocabulary related to life skills, citizenship or survival skills	*Live Action English* *Look Who's Talking* *Expressways* *Your First Job* *A Handbook for Citizenship* *Side by Side* (Second Edition)

EVALUATION OF OBJECTIVE

The students respond to requests for information or assistance by the teacher or other students with 80% effectiveness.

OVERVIEW

COMPETENCY

L/O 3.0 Respond to warnings and simple directions.

PREREQUISITE SKILLS/KNOWLEDGE

Knowledge of safety and safety-equipment vocabulary; common verbs used in simple directions (e.g., put, take, place, set); home and auto safety terms

OBJECTIVES

The student will

L/O 3.1 Follow simple oral directions.

L/O 3.2 Respond appropriately to simple warnings.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Follow directions and respond to warnings on the job.
2. Follow doctor's orders regarding a treatment or medication.
3. Correctly/safely use a potentially hazardous product at home (chemical cleaning agents, gasoline, pesticides, etc.).
4. Follow directions in citizenship classroom activities.
5. Uses proper safety equipment with pesticides, chemicals or other hazardous materials.
6. Follows directions and warnings related to driving and traffic safety.

COMPETENCY ASSESSMENT

1. The student performs an appropriate action(s) or takes appropriate precautions in response to simple directions (one or two steps) and warnings given by the teacher. This is done with 80% effectiveness.
2. The student follows directions given by an employer and responds appropriately to the work-related warnings with 80% accuracy. (This could be a role-play with a job related issue such as applying pesticides to plants.)

COMPETENCY

L/O 3.0 Respond to warnings and simple directions.

OBJECTIVE

L/O 3.1 Follow simple oral directions.

INDIVIDUAL ACTIVITIES

The tutor gives the student a map and the student follows the tutor's directions. (The map could be a simple one of the neighborhood, school or a diagram of the student's own home or classroom.)

The tutor role-plays directions with the student. The roles could be doctor/patient, supervisor/employee, teacher/parent, teacher/student, INS officer/amnesty applicant, etc.

Give the student a small task which involves listening to directions. For example, the student can fill out a form in the order the tutor dictates. Present the directions one step at a time and some explanation, if needed.

GROUP ACTIVITIES

Do the individual activity with the entire group .

Many useful activities for following instructions can be found in *Ready? Listen!*

Have the students cook something simple in class.

History Map Pin-Up:

1. Using colored paper, cut out the Louisiana Purchase, the Oregon Trail, the Confederate States, the Oregon Territory, etc. or symbols for kinds of industries and agriculture such as steel, coal, cotton, fishing, etc.
2. Find a large map and hang it so the students can get to it easily.
3. Make statements such as: "Cotton is grown in the South." (A student pins the cotton symbol on the southern states.) "The Oregon Territory was Washington State, Oregon, Idaho, part of Montana and Wyoming." (Another student pins the Oregon Territory cut out over the appropriate states. The student could also point to the states.)

OBJECTIVE

L/O 3.1 Follow simple oral directions *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
imperatives questions--all types tense: simple present ordinal, cardinal numbers prepositions	step, procedure, follow, first, second, third, etc. right, left, straight ahead, verbs: put, take, go, add, turn, measure, cut, watch, call, fix, pump, clean, fold, etc. places: drugstore, storeroom, bank, hall, kitchen, etc. other vocabulary as it relates to life-skills	*Communication Starters* *Listening Contours* *Ready? Listen!* *English That Works* *Basic Adult Survival English, Part 2* *Questions and Answers on American Citizenship* *Federal Textbook on Citizenship* U.S. Map state driver's manual

EVALUATION OF OBJECTIVE

The student follows the directions given by the teacher given in a role-play situation with 80% effectiveness.

COMPETENCY

L/O 3.0 Respond to warnings and simple directions.

OBJECTIVE

L/O 3.2 Respond appropriately to simple warnings.

INDIVIDUAL ACTIVITIES

The tutor performs "Look Out" (TPR group activity) with the student as explained below.

GROUP ACTIVITIES

"Look Out":

1. Prepare a list of work-related warnings for a TPR session.
2. Create hazards in the classroom: a handkerchief hanging from the lights at shoulder level for the shortest student, a glass of water on the floor, a drawing of a loud noise, a flammable sign, a hard hat sign, etc.
3. Plan directions so that each student passes every hazard and has the opportunity to practice responding to warnings: walk down that aisle, duck, put out your cigarette, put on your hearing protector, watch where you walk, don't touch that, etc.

Move the tables to create a maze of hazards. Blindfold one student. Have one student give directions while the others give warnings at appropriate times.

Make a list of warnings used in driving. Have the students act them out as they are dictated.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
imperatives pronouns: possessive, demonstrative prepositions of place two-word verbs, passive voice tense: present, past modals: should must, have to adjectives adverbs	warnings: "careful," "watch out," "duck," "watch where you're walking," "put on your hard hat" hearing protector, mask, goggles, gloves, etc. forklifts words associated with warehouse work, machinery and tractors	*English That Works* *Let's Work Safely* *Basic Adult Survival English* ,Part 1 and Part 2 signs, glass, cigarette, safety equipment, handkerchief, list of warnings, broom, Mr. Yuk stickers, switchplate covers, latchguards for cupboards, and other household safety materials

OBJECTIVE

L/O 3.2 Respond appropriately to simple warnings *(continued)*.

EVALUATION OF OBJECTIVE

The teacher role-plays hazardous situations with the student. The student responds with 80% effectiveness.

SKILLS EXPANSION

Reading: Have the students bring prescriptions from home. In groups, they can find the warnings for the medication and the proper way to use it. (This same activity can be done with cleaning agents, pesticides, etc.)

Reading: Have students match pictures of safety gear with hazards. Then, ask them to match a picture with a word or sentence. Finally, match words and sentences: hearing protector--loud noise, The hearing protector protects your hearing.--The machine was very loud. Adapt this activity for the homebound: Bleach is poison.--Mr. Yuk means poison.

"The Most Dangerous Room in the House" discussion. Let students discuss which rooms are most dangerous and why.

CULTURAL ORIENTATION

Some students believe they increase their employability by showing the employer a "devil-may-care" attitude. Actually, most employers value safety-conscious employees, since that reduces insurance and OSHA fines. In developing countries, safety equipment can be nearly nonexistent, so some students will have little or no experience with it.

Some students will be unfamiliar with maps. A good introduction is to map the classroom or the city block around your school.

Alert students to the fact that most accidents happen at home. It would be worthwhile to discuss the kinds of accidents and their causes.

OVERVIEW

COMPETENCY

L/O 4.0 Understand rules and regulations (e.g., work, school, citizenship)

PREREQUISITE SKILLS/KNOWLEDGE

Familiarity with time vocabulary and simple schedules; models of obligation; simple rules

OBJECTIVES

The student will

L/O 4.1 Respond appropriately to a rule or regulation.

L/O 4.2 Identify the significant elements of the rule (who is affected, what situation is addressed, what procedures are mandated, what the penalty is, etc.)

POSSIBLE LIFE SKILLS APPLICATIONS

1. Follow personnel policies, and safety and health rules at work.
2. Follow INS rules regarding immigration or naturalization.
3. Follow landlord's rules.
4. Follow classroom rules.
5. Follow traffic rules and regulations.

COMPETENCY ASSESSMENT

1. The student responds to classroom rules and identifies the significant elements with 80% accuracy.
2. The student responds to rules/regulations regarding traffic, work, or immigration, and identifies the significant elements with 80% accuracy.

COMPETENCY

L/O 4.0 Understand rules and regulations (e.g., work, school, citizenship)

OBJECTIVE

L/O 4.1 Respond appropriately to a rule or regulation.

INDIVIDUAL ACTIVITIES

Take the students on a walk around the building. Have him/her identify signs that state rules and regulations. Ask him/her to copy the signs and bring them back to class.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Divide the students into groups. Make a list of rules for the classroom. Read the rules aloud to the students. Have the different groups draw signs for each rule. For example: "No chewing gum." (The students draw a package or stick of gum and put a line through it.) "No food or drink in the classroom." (The students draw a glass and some food, and put a line through it.) "Bring paper and pencil to every class." (The students draw a piece of paper and a pencil and draw a circle around it.) "Come to class on time." (The students draw a clock with the starting time on it.) "No children in class because of insurance rules" (The students draw a picture of a child at home with a babysitter.) Choose a student who doesn't mind reading aloud. Have the student read the rules again and have the other students identify the pictures that correspond to the rule. (While this activity involves some drawing, it is usually not hard for the students to do, particularly since it is a group effort. This can also be done with other life-skill areas, work, jobs, INS rules.)

Have the students bring rules from work, traffic situations, or other life-skill areas. Let them role-play the rule and proper response. For example: Role-play a mother bringing her child to class, or an employee coming late to work.

OBJECTIVE

L/O 4.1. Respond appropriately to a rule or regulation *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
imperatives modals: must, have to, should adverbs of frequency conjunctions	rules, regulations, employee terms: sick leave, annual leave, daily, monthly, etc. safety and health terms government, citizen, naturalization, provide, submit, vote, jury	*Your First Job* *Reading and Following Directions* *Driver's License Language* *Speaking Up at Work* *Basic Adult Survival English, Parts 1 and 2* *Questions and Answers on American Citizenship* *Federal Textbook on Citizenship* *Handbook for Citizenship*

EVALUATION OF OBJECTIVE

The teacher gives the student a rule or regulation that has been studied in class. The student responds individually or in a role-play situation with 80% effectiveness

COMPETENCY

L/O 4.0 Understand rules and regulations (e.g. work, school, citizenship)

OBJECTIVE

L/O 4.2 Identify the significant elements of the rule (who is affected, what situation is addressed, what procedures are mandated, what the penalty is, etc.).

INDIVIDUAL ACTIVITIES

Rule and Regulation Segment Cards:

1. Write the rules as large as possible on strips of heavy paper, approximately 3" x 14", so that the rule can be cut into at least three pieces to answer the questions, Who? What? When? and Where? Examples: All kitchen employees / must wear haimets / when they are handling food. Each staff / gets 1.5 days of sick leave / monthly. Workers with loose clothing, jewelry, or long hair / are not permitted medical and dental benefits / after 30 days. Foremen / must wear clean uniforms / daily.
2. Read the rule, then ask: Who is the rule for? The students hold up the appropriate piece.

Citizenship Rule and Regulation Segment Cards:

The state government / protects the health of the people / in its state. A citizen / must register his name and address / before he can vote. A senator / must be 30 years old / before he can be in office.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
imperatives modals: must, have to, should adverbs of frequency conjunctions	rules, regulation, sick leave, annual leave, daily, monthly employee terms safety and health terms government, citizen, naturalization, provide, vote, juries, examination	*Back and Forth* *Need a Doctor?* *Basic Adult Survival English,* Parts 1 and 2 *Speaking Up at Work* *A Handbook for Citizenship* *Questions and Answers on American Citizenship* *Federal Textbook on Citizenship* segment cards list of rules and regulations

OBJECTIVE

L/O 4.2 Identify the significant elements of the rule (who is affected, what situation is addressed, what procedures are mandated, what the penalty is, etc.) *(continued)*.

EVALUATION OF OBJECTIVE

The teacher states a rule or regulation. (That rule or regulation may be written on boards or cards, if desired.) The student responds to "wh" questions with 80% accuracy.

SKILLS EXPANSION

Role-Play: Design a short role-play; e.g., an employee who broke a rule/ a supervisor. Limit it to 5 sentences. Divide the class into pairs and let them practice the dialogue. Prepare similar situations and write them on notecards. Divide the class into pairs again and pass out the notecards. Let the students write a dialogue for their situation, rehearse it, and perform it for the class. Make sure to bring hat props or other "employment" props.

Family Rules: Share and discuss family rules. "No TV before homework is finished." "Excuse yourself from the dinner table." "No long showers in the morning," etc.

Health and Medicine: Make segment cards for health and medical "do's" and "don'ts": Children / should not take aspirin / when they have colds or headaches. Take two tablets / at every meal.

CULTURAL ORIENTATION

Introduce students to worker-protection laws.

Make sure they know that taking company supplies for their own use can have serious consequences.

Instruct students to follow procedures and regulations in the naturalization process quite carefully to avoid delays and possible invalidation.

OVERVIEW

COMPETENCY

L/O 5.0 Understand basic differences in formal and informal language (including reduced speech patterns).

PREREQUISITE SKILLS/KNOWLEDGE

Some familiarity with formal and informal dress, manners, customs and occasions; knowledge of polite forms of address; some familiarity with slang

OBJECTIVES

The student will be able to

L/O 5.1 Recognize reduced speech patterns (gonna, hafta, ta, 'n, gimme, ya, donno, kin, da, fer, 'e, 'is, 'im, 'er, and 'em).

L/O 5.2 Recognize high frequency slang expressions and the corresponding formal expressions (e.g., greetings, etc.).

POSSIBLE LIFE SKILLS APPLICATIONS

1. Distinguish when to use formal and informal language on the job, in class, in the doctor's office, or in other life-skills situations.
2. Recognize reduced speech patterns used at work, home and school.
3. Recognize common slang expressions used at work and in local businesses such as the grocery store, pharmacy, auto parts store, etc.

COMPETENCY ASSESSMENT

1. The teacher gives the student a written dialogue with blanks for the reduced forms and common slang expressions. The student listens to the dialogue on tape and fills in the blanks with the proper words. (A word list may be provided for students with low literacy skills.) After the dialogue is played, the student should then identify possible situations where this dialogue could take place. The student also identifies if the situation is formal or informal. This is done with 80% accuracy.
2. The teacher plays a taped dialogue for the student (e.g. a situation in the doctor's office, at work, in an office, in the classroom, on the bus, in the field, at a wedding, at dinner). The student has a copy of the dialogue, identifies the reduced forms and slang, and decides if the situation is formal or informal. This is done with 80% accuracy.

COMPETENCY

L/O 5.0 Understand basic differences in formal and informal language (including reduced speech patterns).

OBJECTIVE

L/O 5.1 Recognize reduced speech patterns (gonna, hafta, ta, 'n, gimme, ya, donno, kin, da, fer, 'e, 'is, 'im, 'er, and 'em).

INDIVIDUAL ACTIVITIES

Tape standard speech and then the same example in reduced speech. After the student listens and becomes familiar with the examples, mix them up on the tape. Give the student a worksheet with S and R written on it. As the students listens to the tape, have the student circle an R if s/he hears reduced speech or a S if s/he hears standard speech.

GROUP ACTIVITIES

Do the individual activity with the entire group. Commercially prepared tapes from books such as *Whaddaya Say*, *Sound Advice*, or *Listening in the Real World* are very helpful. Dictate sentences with reduced forms of speech and have the students write the correct long form. (If the students have trouble writing, give them written choices and have them circle the correct one.)

Have the students listen to sentences or expressions with reduced speech. Have them circle the correct long form. Example: (Tape: Give the pen to 'er.) Choices: her, your, him

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
modals yes/no and wh-questions subject/object pronouns prepositions tenses: present, past, future	standard speech, reduced speech, expression	*Whaddaya Say* *Sound Advice* *Listening in the Real World* *Speak Up*

OBJECTIVE

L/O 5.1 Recognize reduced speech patterns (gonna, hafta, ta, 'n, gimme, ya, donno, kin, da, fer, 'e, 'is, 'im, 'er, and 'em) *(continued)*.

EVALUATION OF OBJECTIVE

The teacher gives the student a dictation. The student hears the long form and correctly identifies the reduced form 80% of the time. (The student may point to the correct long form or write it.)

COMPETENCY

L/O 5.0 Understand basic differences in formal and informal language (including reduced speech patterns).

OBJECTIVE

L/O 5.2 Recognize high frequency slang expressions and the corresponding formal expressions (e.g., greeting etc.).

INDIVIDUAL ACTIVITIES

Tape record slang expressions and their standard equivalents. Have the student listen to them.

Do the group activity with the individual student.

GROUP ACTIVITIES

Dan and Michael:

1. Find and photocopy pictures of Dan Rather and Michael Jackson. (You could also choose pictures of other people the students know. The people should be clearly identifiable as formal or informal, however.) Make enough copies so that each student can have one of each.
2. Make a list of sentences containing standard and slang examples.
3. When a sentence is read, the student holds up Michael Jackson if it's slang and Dan Rather if it's standard.

For example:

Hi! How's it going? (Michael)
Hello, Mr. Green. How do you do? (Dan)
Hey! What's up? (Michael)
Hello, Susan. How are you today? (Dan)
Ma'am. I need to make an appointment with Dr. Harris. (Dan)
I gotta split. (Michael)
I'm tired. (Dan)
Hey! Waitress! (Michael)
Excuse, me, Miss. (Dan)

Collect sentences from appropriate topics for your students: health, citizenship, work, class, etc.

Have the students collect slang expressions that they hear on their own and bring them to class. Write them on a large piece of newsprint along with their equivalent in standard English. Read them aloud to the students.

OBJECTIVE

L/O 5.2 Recognize high frequency slang expressions and the corresponding formal expressions (e.g., greeting etc.) *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
modals yes/no and wh-questions subject/object pronouns tenses: present, past, future prepositions	standard, slang, expression, idiom	*Speak Up* *Colloquial English* *Lexicarry* *Sound Advice* pictures, list of sentences

EVALUATION OF OBJECTIVE

The student listens to a tape of slang expressions/sentences, and standard expressions/sentences. The student circles "1" for slang and "2" for standard. This is done with 80% accuracy.

SKILLS EXPANSION

Speaking: Give the students props and have them make sentences (standard or slang) to match the prop.

CULTURAL ORIENTATION

Many students will assume that reduced forms are used by uneducated or "lazy" speakers. Let them know that most Americans will use reduced forms.

NOTE: At this level, it will be challenging enough for students to learn the simple forms. Limit your instruction to the most common reductions.

OVERVIEW

COMPETENCY

L/O 6.0 Recognize and respond appropriately to common American nonverbal behaviors (eye contact, facial expressions, gestures, and conversational pauses).

PREREQUISITE SKILLS/KNOWLEDGE

Basic orientation to eye-contact, body language, facial expressions, and gestures

OBJECTIVES

The student will

L/O 6.1 Approximate appropriate eye-contact.

L/O 6.2 Use appropriate gestures and facial expressions.

L/O 6.3 Respond to conversational pauses.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Look the naturalization interviewer, policeman, judge, etc. "in the eye", (honesty, forthrightness, assertiveness).
2. Read employer's, teacher's, store clerks' facial expression to determine mood.
3. Respond to conversational pauses when talking to the teacher, doctor, immigration officer, lawyer, etc.
4. Respond with appropriate eye-contact, gestures, etc. in an interview situation.

COMPETENCY ASSESSMENT

1. The student looks at pictures of gestures and facial expressions and identifies the meaning with 80% accuracy. The teacher plays a tape of a conversation with a conversational pause and the student identifies the meaning with 80% accuracy.
2. The student looks at a video of a conversation without the sound. The student identifies the meaning of the body language and facial gestures. With the sound then on, the student identifies the pauses in conversation as negative, positive, or neutral, with 80% accuracy.

COMPETENCY

L/O 6.0 Recognize and respond appropriately to common American nonverbal behaviors (eye contact, facial expressions, gestures, and conversational pauses).

OBJECTIVE

L/O 6.1 Approximate appropriate eye-contact.

INDIVIDUAL ACTIVITIES

Have the student note eye-contact in a variety of situations around town and on TV. Have him/her tell what he/she believes was happening (e.g. friendly conversation, arguing, buying/selling, giving bad news, etc.)

GROUP ACTIVITIES

Eye-Contact Role-Play:

1. Divide the students into groups of three, two having a conversation and one as a monitor.
2. Provide each group with a situation and details (job interview, friendly conversation, bad news, embarrassing situation, talking with the boss, etc.) Tell the students to choose a role (boss employee; mother daughter; mechanic car owner). Have the students approximate the eye-contact of Americans in that situation. They should not speak but can use body language and gesture appropriate to the situation.
3. Let the situation last no more than a minute. At the end of each situation, have the monitor give feedback about the appropriateness of the eye-contact.

Let the students look at a video without the sound. Let them determine what the eye-contact means in chosen segment.

Pair the students and assign them to be A or B. Tell them to begin by looking down at the floor, not at each other. At the clap of your hands, have the students look at each other. They must maintain eye-contact until you clap your hands again. Then have A student try to maintain eye contact, while student B avoids it. Clap your hands again. This time B will try to maintain eye-contact, but A student will avoid it. Clap your hands again for students to regain eye-contact. Discuss how the students felt about this activity and the eye-contact.

OBJECTIVE

L/O 6.1 Approximate appropriate eye-contact *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
	interview, embarrassment, news, anger vocabulary necessary to understand the situations	*Beyond Language* (as a teacher resource) *English Through Drama* *ESL Miscellany* video

EVALUATION OF OBJECTIVE

The teacher role-plays a situation with the student where s/he must maintain appropriate eye contact. It can be a simple situation or a more complex one like a job interview. The eye-contact should be appropriate 80% of the time.

CULTURAL ORIENTATION

Some cultures show respect for superiors by not making eye-contact, by speaking quietly, or by remaining silent except to answer questions. Many cultures find eye-contact to be aggressive behavior.

COMPETENCY

L/O 6.0 Recognize and respond appropriately to common American nonverbal behaviors (eye contact, facial expressions, gestures, and conversational pauses).

OBJECTIVE

L/O 6.2 Use appropriate gestures and facial expressions.

INDIVIDUAL ACTIVITIES

The students match descriptive words for a gesture with the gesture in *ESL Miscellany*. Cover the descriptive words in the book with pieces of paper. Describe a gesture and ask the student to point to the appropriate picture.

GROUP ACTIVITIES

Gesture Cover:
1. Put photos of gestures on a sheet of paper and photocopy.
2. Pass the copies and some markers out to the students.
3. Say "Be quiet" and have the students cover that picture with the marker.
4. Continue through the list of gestures and expressions while the students mark them on the paper.

Gesture Mime:
1. Pass out cards that have the word for an expression or gesture on them.
2. Ask for volunteers to take a card that has a direction like "hand signal for "Be Quiet", and make that gesture or expression.
3. The student with the right word/words on his/her card holds it up.
4. That student can be the next mime if he/she wants.
5. If the mime isn't sure that s/he knows the correct gesture or expression, s/he can choose another student to help.
6. If the audience can't identify the gesture or expression, they can select another student to do the gesture again.

Famous Photos Expressions and Gestures:
From Life magazine, the Currier and Ives collection, the Norman Rockwell collection,or a pictorial history of the U.S., collect and show photos. Have the students guess what the significance of the expression or gestures is. This can also be done with videotape by turning off the sound and having students guess what is happening.

OBJECTIVE

L/O 6.2 Use appropriate gestures and facial expressions *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
action verbs adjectives adverbs	descriptive words for gestures, expressions, movements, and emotions	*ESL Miscellany*, *Beyond Language*, *The Theater Arts and the Teaching of Second Languages*, *English Through Drama*, photos of gestures, videos, list of gestures/expressions, tokens or markers

EVALUATION OF OBJECTIVE

The student identifies the appropriate meaning of a gesture, body language, or facial expression in a picture or role-play situation with 80% accuracy.

CULTURAL ORIENTATION

Not all gestures are universal. Some typical American gestures can be obscene in other cultures (e.g., the forefinger signal for "come here", the "nervous waiting" habit of striking the palm of one hand with the thumb side of the other fist, the OK signal).

COMPETENCY

L/O 6.0 Recognize and respond appropriately to common American nonverbal behaviors (eye-contact, facial expressions, gestures, and conversational pauses).

OBJECTIVE

L/O 6.3 Respond to conversational pauses.

INDIVIDUAL ACTIVITIES

Have the student listen to a tape that has sounds for agreement, disagreement, interest and questioning, such as "hunh?", "unhunh," "sheesh," "oh," etc.

GROUP ACTIVITIES

Do the individual Activity with the entire group

When the students understand the meaning of basic conversational pauses, make the sound and have the students respond nonverbally. Example: "hunh?" (Students shrug shoulders or put up hands to show confusion.) "ununh" (Students shake their heads no.) "ahunh" (Students nod their heads yes in agreement) "uhoh" (Students put hands on forehead to show a mistake.) "shh!" (Students put fingers in front of lips to show quiet.) "hmm" (Students put head in hand to indicate thinking.)

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
imperatives questions tenses: simple present, present continuous, past, future, pronouns adjectives	conversational sounds for agree, disagree, surprise, mistake, interest, misunderstand, confused	*Beyond Language* (teacher resource), *Take It Easy* (teacher resource), list of sounds, sample dialogue

EVALUATION OF OBJECTIVE

The student identifies the correct meaning for a conversational pause (sound) used in a dialogue with 80% accuracy.

OBJECTIVE

L/O 6.3 Respond to conversational pauses *(continued)*.

CULTURAL ORIENTATION

There is no universality in the meanings ascribed to conversational noises. For some languages, the sound for "no", "uhunh", signifies interest.

OVERVIEW

COMPETENCY

L/O 7. Understand frequently used American idioms and two-word verbs (e.g., "pick up," "get in," "put on," etc.)

PREREQUISITE SKILLS/KNOWLEDGE

Knowledge of elementary, high-frequency idioms; able to distinguish the sounds of particles in two-word verbs

OBJECTIVES

The student will

L/O 7.1 Recognize frequently used American idioms and two-word verbs.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Respond to familiar two-word verbs used in directions on the job, in the classroom, at the doctor' office, etc.
2. Respond to idioms used in the classroom, at work, shopping, etc.
3. Respond to idiomatic greetings (e.g., How's it going? etc.)

COMPETENCY ASSESSMENT

1. The student is read a list of two-word verbs and/or idioms. The student responds with the appropriate action or defines it with 80% accuracy.
   For example: "Pick up the red pen." "Put on the black cap." "Take the pen off the table and put it on the desk." "Take it easy." "Come on time." "Let's call it a day."
2. The student listens to a taped dialogue with two-word verbs and idioms. This dialogue could be from any life-skill area. The teacher identifies the two-word verbs and idioms and the student explains them with 80% accuracy.

COMPETENCY

L/O 7.0 Understand frequently used American idioms and two-word verbs (e.g., "pick up," "get in," "put on," etc.)

OBJECTIVE

L/O 7.1 Recognize frequently used American idioms and two-word verbs

INDIVIDUAL ACTIVITIES

Make a list of two-word verbs and/or idioms. Explain the meanings. Have the student respond to the two-word and idioms verbs by doing the action or giving a short meaning. Have the student respond to the idioms by giving a short meaning.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Have the students bring idioms and/or two-word verbs they have heard to class. Explain them and give a comprehension check.

Read a dialogue and have them fill in the blanks with the idioms or two-word verbs that are dictated.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present, present continuous, past, future, Pronouns: subject/object/possessive adjectives adverbs conjunctions	NOTE: to avoid student frustration, it is essential to limit the idioms and two-word verbs at this level to the ones they hear frequently. fill out, do over, call up, give back, hang up, hand in, pick up, pass out, put away, put on, take off, talk over, try on, turn off, turn on, come back, go away, look for, etc. fishy, on time, in time, spick and span, break up with someone, by heart, etc.	*ESL Miscellany* (look at the end of each topic page to find a list of idioms appropriate to a specific topic area) *Crazy Idioms* *Essential Idioms* *Lexicarry* (for pictures of common activities to use with two-word verbs) *A Handbook for Citizenship* (for examples of two-word verbs and idioms used in a citizenship context)

OBJECTIVE

L/O 7.1 Recognize frequently used American idioms and two-word verbs *(continued)*.

EVALUATION OF OBJECTIVE

The student receives cards with the meanings of idioms or two-word verbs printed on them. The teacher reads a dialogue or plays a tape. The student identifies each idiom or two-word verb and then holds up the card with the proper meaning, with 80% accuracy. (Some of the cards could have pictures showing an action that is appropriate for a specific two-word verb.)

SKILLS EXPANSION

Idiom Darts: Bilingual aides may be needed to explain how to play darts, or to explain the rules of the activity.

1. Put pictures that relate to the idioms and two-word verbs the students have practiced on a dart board.
2. Use stick figure drawings as small as possible to get 20 on the board.
3. Each student throws one dart, and makes a sentence that demonstrates knowledge of the idiom or two-word verb that the dart comes closest to.

CULTURAL ORIENTATION

Try to prepare your student to successfully communicate in his/her neighborhood. If s/he lives in a predominantly African-American neighborhood, teach some African-American expressions. If your student has high school friends, include current slang expressions.

OVERVIEW

COMPETENCY

S 1.0 Approximate appropriate intonation and stress patterns for basic questions and statements.

PREREQUISITE SKILLS/KNOWLEDGE

Ability to make simple statements and questions in English; able to discriminate English intonation patterns among questions, statements and imperatives; ability to carry on a simple discussion

OBJECTIVES

The student will

S 1.1 Make simple statements and ask basic questions using understandable stress and intonation patterns.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Ask questions in an understandable manner on the job, in the classroom, or in a life-skill situation.
2. Make statements in an understandable manner on the job, in the classroom, or in a life-skill-situation.
3. Make understandable statements in response to questions asked by an INS examiner, doctor, teacher, nurse, clerk ,etc.
4. Ask questions and makes statements in an understandable manner for a short, simple conversation appropriate to any life-skills situation.

COMPETENCY ASSESSMENT

1. In a dialog with the teacher, the student uses correct (or nearly correct) stress and intonation when making statements or asking questions. This is done with 80% effectiveness.
2. On a field trip (or classroom simulation) the student carries on a simple conversation with an employer, doctor, clerk, teller, etc. and uses correct (or nearly correct) stress and intonation to make statements and ask questions. This is done with 80% effectiveness.

COMPETENCY

S 1.0 Approximate appropriate intonation and stress patterns for basic questions and statements.

OBJECTIVE

S 1.1 Make simple statements and ask basic questions using understandable stress and intonation.

INDIVIDUAL ACTIVITIES

The tutor does the "Ball Throw" and "Silent Way Tapping" as described in the Group Activity.

Make a list of sentences and a tape-recording of a native speaker saying the sentences. Let the student practice placing the stress where the native speaker does. Tell him/her to record his/her attempts and to listen to recording.

GROUP ACTIVITIES

Silent Way Tapping:

1. Make a list of questions and statements and write them on the board one at a time.
2. A student uses a pointer to tap out each word of a sentence as he/she says it, tapping more loudly where s/he thinks the stresses occur in the sentence.

Ball Throw:

A student says his/her own sentence (question or statement), or one you give them, and throws the ball to another student on the primary stress.

Make a list of statements and questions. Draw the intonation on the board and mark the stress. Give students sentences and have them mark the stress and intonation. Have them practice repeating the sentences.

Give the students a typed dialog accompanied by the tape. Have the students listen to the recording and mark the stress and intonation. Let them practice saying the dialog in pairs. Record the dialogs for playback.

Use *Jazz Chants*, *Small Talk*, and *Side by Side* (second edition) for practicing correct stress and intonation.

OBJECTIVE

S 1.1 Make simple statements and ask basic questions using understandable stress and intonation *(continued)*..

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
y/n and wh-questions tenses: present, future, and past modals passive voice demonstrative pronouns comparative/superlatives	do, can, be, have, basic verbs and nouns	*Jazz Chants* *Speak Up* *Small Talk* (in each chapter of the second edition of *Side by Side*, Book 2, is a speaking section written by Carolyn Graham emphasizing proper stress and intonation) Lists of basic questions and statements from work, civics or life-skills area

EVALUATION OF OBJECTIVE

The student is given a list of statements and questions studied in class. The student says each statement/question with approximately the correct intonation and stress, with 80% effectiveness.

CULTURAL ORIENTATION

Many nonnative speakers make unfavorable impressions because they tend to use the imperative tone for language other than commands.

NOTE

MacEnglish for the MacIntosh Computer has a program to show the student where stress and proper intonation occur. The student can then record his/her own voice and the computer compares his/her stress and intonation to the original.

OVERVIEW

COMPETENCY

S 2.0 Conduct short conversations in person and on the telephone

PREREQUISITE SKILLS/KNOWLEDGE

Ability to understand short conversations on familiar topics; able to ask and answer questions; know how to make a polite request; use rising intonation in asking yes/no questions

OBJECTIVES

The student will

S 2.1 Develop conversational strategies such as turn-taking and other conversational management techniques; e.g., please speak slowly, etc.

S 2.2 Initiate and maintain a simple, basic conversation on a familiar topic.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Able to influence the speed and complexity of a supervisor's explanation of work to be performed.
2. Take turn appropriately in a conversation with a neighbor, co-worker, or friend.
3. Interviews Americans about the duties of a citizen.
4. Make mall talk appropriately with classmates, neighbors, co- workers, employer, teacher, etc.

COMPETENCY ASSESSMENT

1. The student role-plays a conversation on a familiar topic and uses turn-taking and conversational management strategies with 80% effectiveness.
2. The student makes a telephone call (actual or on teletrainers in the classroom) and uses turn-taking and conversational management strategies with 80% effectiveness.

COMPETENCY

S 2.0 Conduct short conversations in person and on the telephone

OBJECTIVE

S 2.1 Develops conversational strategies such as turn-taking and other conversational management techniques; e.g., please speak slowly etc.

INDIVIDUAL ACTIVITIES

The tutor practices a short dialog with the student. The tutor should say his/her part in such a way that the student must use a conversational controller such as "Please repeat that." Do you mean . . . " "Speak more slowly, please."

GROUP ACTIVITIES

Model situations where conversational controllers are needed. For example: The teacher could speak too fast, mumble sentences, speak using large vocabulary words, interrupt someone else's speaking,give complex directions, or speak too softly. Write the above examples on cards. Divide the students into groups and give each group a set of cards. Each student chooses a card and does what it says on his/her card. Write a conversation topic on the board and let student A do his/her incorrect conversational behavior. The other students in the group should use the conversational controllers they have learned to correct the behavior. Change the conversation topic after only a few minutes. The conversation topics can include civics, differences in food and or customs, getting a job, raising children in this country, etc. Each time the topic is changed a different student in the group acts out what is on his/her card.

Find a simple dialogue with a clear sequence. Cut the dialog up into five or six parts. Choose the same number of students from the class and give each student one line of the dialog. Have the students line up in front of the room and each one say their line. Have the students in the audience try to put them in the correct order. This kind of exercise brings out all kinds of conversational controllers because the students in the audience usually have to say, "Please repeat that". "Speak louder please". "I can't hear you". "Say it again, please". "Excuse me, but . . . " etc.

Practice telephone dialogues with the students using the same type of conversational controllers.

Turn-taking Cards:

1. Make cards that instruct a student to interrupt, encourage another to speak, continue to talk, etc.
2. Give one card to each student and divide them into small conversation groups. The card acts as a prompt for each student. Begin with a short conversation on a topic the students are very familiar with.
3. The conversation continues until all the students have done what they were instructed to.
4. Shuffle the cards and repeat the activity.

OBJECTIVE

S 2.1 Develops conversational strategies such as turn-taking and other conversational management techniques; e.g., please speak slowly etc. *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
y/n and wh-questions tenses: present, future and past modals pronouns conjunctions	help, appointment, hurt, broken, flat tire, won't run, on the corner of, near milepost 123, county, flag, city "Please repeat that." "Speak more slowly please." "Can you speak louder, please." "Excuse me, but . . ." "The number is 225-2887?"	*Side by Side,* second edition, *English that Works* *Speaking Up at Work* *Basic Adult Survival English* Communication Skits *A Handbook for Citizenship* *Questions and Answers on American Citizenship* telephones

EVALUATION OF OBJECTIVE

The student role-plays a conversation with another student or the teacher on a familiar topic and is able to use conversational controllers with 80% accuracy.

COMPETENCY

S 2.0 Conduct short conversations in person and on the telephone

OBJECTIVE

S 2.2 Initiate and maintain a simple, basic conversation on a familiar topic.

INDIVIDUAL ACTIVITIES

Have a volunteer or tutor talk with the student. Provide a list of topics that the student is familiar with.

Have the student practice making telephone calls with a tutor on a telephone teletrainer available on request from the phone company.

GROUP ACTIVITIES

Role-play short conversations daily. Then have students converse using the same topic. If volunteers or aides are available, have them practice conversing with the students. Require the students to ask questions during the conversation.

In conversation groups of four, discuss a list of questions on some aspect of American life. Different group leaders direct the conversation each time and make sure everyone speaks. At the end, discuss the most interesting question as a class.

Practice "small talk" phrases and dialogues with the whole group. Move chairs to the side of the room. Have a classroom "cocktail party" where students stand and make small talk. Begin in small, less intimidating groups and encourage students to circulate. Merge groups together until they become one group.

Have students practice telephone dialogues on the teletrainers.

Have students write and perform short skits in which a telephone call is central to the conversation: 911, requesting a tow truck, asking for immigration assistance.

Use a simple dialogue with the students but only say part A. Have the students predict what speaker B will say. Record the dialogue when it is done. Play it for the students. Then give them the original dialogue to compare.

OBJECTIVE

S 2.2 Initiate and maintain a simple, basic conversation on a familiar topic *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
y/n and wh-questions singular/plural nouns personal and possessive pronouns possessive adjectives tenses: simple present, present continuous and past short answers using contractions	Words related to small talk topics, e.g. weather, clothes, family, school greetings, formal and informal	*The Chicken Smells Good* (good discussion questions) A *Conversation Book* I *English That Works* *Speaking Up at Work* *Small Talk* *Expressways* *Connections* telephone teletrainers tape recorders

EVALUATION OF OBJECTIVE

The student receives a card with a conversation topic on it. The student begins a conversation with the teacher or another student and then maintains it by asking some questions giving additional information, or changing topics. This is done with 80% effectiveness.

OVERVIEW

COMPETENCY

S 3.0 Use formal and informal speech appropriately in short conversations.

PREREQUISITE SKILLS/KNOWLEDGE

Able to understand simple informal or formal language used in greetings, leave-takings, and short, basic conversations

OBJECTIVES

The student will

S 3.1 Use basic formal and informal phrases or sentences in short conversations especially when greeting or taking-leave.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Use appropriate formality when talking to co-workers.
2. Use appropriate formality when describing an ailment to a doctor.
3. Use appropriate formality in an interview situation either for a job or with an INS official.
4. Use appropriate formality in the classroom.

COMPETENCY ASSESSMENT

1. The student is given two short dialogues to study and learn. The student decides if the dialogues are formal or informal and where the dialogues might be used. The dialogues are delivered, with a partner with 80% effectiveness.
2. The student role-plays a formal and an informal situation with the teacher or another student using the proper degree of formality, especially when greeting or taking-leave with 80% accuracy. (Situations could include making an appointment, getting a checkup, being interviewed, having a conversation with a co-worker at lunch/dinner, etc.)

COMPETENCY

S 3.0 Use formal and informal speech appropriately in short conversations.

OBJECTIVE

S 3.1 Use basic formal and informal phrases or sentences in short conversations especially when greeting or taking-leave.

INDIVIDUAL ACTIVITIES

The tutor helps a student "translate" formal to informal (i.e. use of slang, reduced forms, contractions, colloquialisms, etc.) and the reverse. The tutor brings clothing props and the student creates sentences to match the degree of formality for each prop.

GROUP ACTIVITIES

Translators:

1. Divide the students into groups of three.
2. Give them time to write a dialog. Two of them will discuss a situation/problem informally in a short conversation (3-5 exchanges). The third will "translate" what they say into formal English for the audience.
3. Reverse the process and have the translator change formal English into informal.
4. Use props to go with the dialogues. (Be sure to supply formal and informal items.)
5. Citizenship example:
   - A. Hey, Jose. How's it going?
   - B. Great, Manuel. What are you doing here?
   - A. I'm gonna vote today.
   - B. You can't vote. You got a speeding ticket from a cop.
   - A. Hey, I'm no criminal. I just got a speeding ticket.

Translator:

- A. Hello, Mr. Garcia. How are you?
- B. Fine, Mr. Lopez. What can I do for you?
- A. Can you tell me please where to vote? I'm a citizen now.
- B. Certainly. You can vote over there, but didn't you receive a speeding ticket from a patrolman?
- A. Yes, but I can still vote.

Students prepare sentences in either formal or informal English read to the class. The class decides if the English is formal or informal.

OBJECTIVE

S 3.1 Use basic formal and informal phrases or sentences in short conversations especially when greeting or taking-leave *(continued)*.

GROUP ACTIVITIES *(continued)*.

Discuss and act out how people in different situations talk to each other and compare their countries with the U.S. Start with how teachers are addressed.

Show pictures of people in different contexts. Have students make up dialogs using formal or informal English depending on the context.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: present, present continuous, past, and future y/n and wh-questions pronouns modals: should, could, can, will, may, might conjunctions	Hi, Hello, How's it going? How do you do? How are you? Take it easy. Good-bye. Nice to meet you. So long. Could you please help me . . . Tell me where the . . . Hey? Hand me the . . .reduced forms. appropriate slang expressions	*Small Talk* *A Conversation Book* *Expressways* *Person to Person A Handbook for Citizenship,* *Questions and Answers on American Citizenship,* props for dialogues a list of dialogue situations Norman Rockwell or other appropriate pictures

EVALUATION OF OBJECTIVE

The teacher selects a dialog with either a formal or informal context. The teacher reads one part of the dialogue and the student fills in the missing part with the correct degree of formality or informal. This is done with 80% accuracy.

CULTURAL ORIENTATION

In many cultures, informality is rarely seen, even among peers. American formality may seem to be informality to a student from a highly formal culture. Students will often err on the side of formality.

OVERVIEW

COMPETENCY

S 4.0 Request, confirm, and clarify basic information.

PREREQUISITE SKILLS/KNOWLEDGE

Ability to make tag, y/n, wh-questions; understand simple directions and or explanations; understand basic uses of the modals can, could, may, might, and would

OBJECTIVES

The student will

S 4.1 Request basic information.

S4.2 Confirm information given in basic instructions or on personal information forms.

S4.3 Clarify instructions, directions, or basic explanations.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Ask for clarification on the job, in the classroom, in the doctor's office, etc.
2. Confirm information given to INS or school.
3. Confirm information in an interview situation.
4. Request information from an INS worker, supervisor, teacher, doctor, lawyer, etc.

COMPETENCY ASSESSMENT

1. The student is given a map to follow accompanied by oral instructions. S/he requests information, clarifies instructions, and confirms the information with 80% effectiveness.
2. On a field trip, a student actually requests information, clarifies instructions, and confirms information with 80% accuracy. (The field trip should be pre-arranged and the student should practice the vocabulary and structures needed to successfully complete the assessment.)

COMPETENCY

S 4.0 Request, confirm and clarify basic information.

OBJECTIVE

S 4.1 Request basic information.

INDIVIDUAL ACTIVITIES

The tutor brings in realia and pictures that will allow the student to make polite requests. For example, the student could make the following requests of the tutor: "Please show me the picture." "Hand me the pencil, please." "I don't have any paper. Could you lend me some?" "Could you help me carry this chair over there."

GROUP ACTIVITIES

In groups, let the students role-play dialogues with requests. (Practice the structures with them first so they understand the degree of politeness.)

Bring a sack of interesting items as props for requests.

An extension of this activity would be to make cards with prompts (e.g., "Hey . . ." (not polite) ("Can you . . .me?" (polite) ("Could you . . .me, please?" (very polite) The student formulates a sentence with the degree of formality expressed on the card

Make a list of things a student could ask someone else to do and write each one on a card. Have the student role-play making that request. For example:

1. You need some paper, but don't want to go to the store to buy some.
2. You want some good food, but can't cook it yourself.
3. You want to study, but someone has the radio on too loud.
4. You want to sleep, but someone's dog is barking.
5. You want to vote, but need some help registering.
6. You want to talk to the supervisor, but he/she seems busy.
7. You want to ask the teacher a question, but are afraid to interrupt.
8. You need a ride home because you missed the bus.

OBJECTIVE

S 4.1 Request basic information *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
imperatives y/n questions present tense modals: can, could may, would conjunctions	two-word used in making requests: pass out, hand in, pick up, put down, etc. Hey! Can you . . . Could you . . . Would you . . . May I . . . please I'm sorry but . . .	*Small Talk* *Functions of American English*, (adapt the activities for this level) *Expressways* *Here to Stay in the U.S.A.* *Federal Textbook on Citizenship* *A Handbook for Citizenship Basic Adult Survival English* cards, sack of items (e.g., a nickel, scarf, needle and thread, kleenex, dictionary, pencil, pen)

EVALUATION OF OBJECTIVE

The teacher gives the student several situations where s/he must make a request. with 80% effectiveness.

COMPETENCY

S 4.0 Request, confirm and clarify basic information.

OBJECTIVE

S 4.2 Confirm information given in basic instructions or on personal information forms.

INDIVIDUAL ACTIVITIES

Using a personal information form that has been filled out, role-play confirming information with the student. Model it first with the tutor checking out at the student's personal information form. Then have the student confirm information on another personal information form from someone else.

Role-play confirming information while giving basic instructions. This should be something simple (e.g. putting a tape in the tape machine, setting the time in a digital clock, etc.)

GROUP ACTIVITIES

Have the students fill out personal information forms and then interview each other. As they interview each other, have them confirm the information on the form. For example:
"This is your first name, isn't it?" "Is this your address?" "This is your social security number, right?" (This can easily be done with INS information.) Practice this as a class activity first, by putting the personal information form on an overhead.

Use *Jazz Chants* to practice using tags to confirm information.

Tell the students how to get from school to your house (or some other familiar place). Then have the whole group repeat the instructions, confirming with you exactly how to do it.

OBJECTIVE

S 4.2 Confirm information given in basic instructions or on personal information forms *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
y/n, and tag questions tenses: present and past modals conjunctions ordinal numbers	confirm Isn't it . . . Is it . . . Does it . . . Do I . . . next, then Right?	*Back and Forth* *Small Talk* *Jazz Chants* *Expressways* *Side by Side*, Second Edition *Functions of American English*, (adapt material to a lower level) *Fluency Squares* *English That Works* *A Handbook for Citizenship* *Conversation Starters* (map gap exercise)

EVALUATION OF OBJECTIVE

The student receives either basic instructions or a personal information form and confirms information with 80% accuracy.

COMPETENCY

S 4.0 Request, confirm and clarify basic information.

OBJECTIVE

S 4.3 Clarify instructions, directions or basic explanations.

INDIVIDUAL ACTIVITIES

The tutor gives the student basic instructions or directions. It should be said quickly so there is some confusion. Go back over the instructions/directions with the student and help the student formulate questions for clarification.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Picture Grids:

1. Two students have a grid of approximately 1" squares marked on cardboard or manila file folders.
2. Student A has a grid with pictures pasted on it.
3. Student B has an empty grid and an envelope with loose pictures in it. (The pictures are the same as student A's.)
4. Student A tells student B where to place the pictures without showing student B the grid or using gestures. Student B asks student A questions of clarification as the game continues.
   For example: (Using pictures of people in different jobs.)
   A. Put the carpenter in square 4, row 2.
   B. Do you mean square 4 or row 4?
   A. Square 4. Then put the doctor under the carpenter.
   B. Excuse me. I didn't understand. Over? or Under?

Set up role-playing activities or have the students practice dialogues to clarify information. Videotape the dialogues and play back to discuss the appropriate language.

OBJECTIVE

S 4.3 Clarify instructions, directions or basic explanations *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
y/n and wh-questions tenses: present and present continuous modals conjunctions ordinals prepositions	names of occupations or other life-skill vocabulary for grids Excuse me, but . . . Where? When? over, under, above, on, in, into, etc. right, left, straight, action verbs: put, take, go, repeat, etc.	*Back and Forth* *Communication Starters*, pp. 64-66 *Expressways* *Functions of American English* (adapt the material to this level) *Basic Vocabulary* (for grid pictures) *Practical Vocabulary* (for grid pictures) *Speaking Up at Work*

EVALUATION OF OBJECTIVE

In pairs have the students describe a simple activity. One should give the directions while the other follows, using proper language for clarification. This is done with 80% effectiveness. (Suggested topics are setting a digital watch, filling out a form, assembling an object, etc.)

CULTURAL ORIENTATION

In some cultures, confirmation and clarification about instructions are done through an intermediary, and not directly between the worker and the supervisor.

OVERVIEW

COMPETENCY

S 5.0 Explain own behavior with simple statements.

PREREQUISITE SKILLS/KNOWLEDGE

S 5.0 Understand polite and/or formal language; able to make simple statements

OBJECTIVES

The student will

S 5.1 Give a reason or excuse for behavior when necessary.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Explain actions to an INS official.
2. Make excuses at work.
3. Make excuses for missing class.
4. Explain reasons for a late payment to a creditor.

COMPETENCY ASSESSMENT

1. The student makes appropriate excuses for being late to class or absent with 80% effectiveness.
2. In a role-play situation, the student excuses or explains behavior with 80% effectiveness. (Situations: returning something to a store, explaining how something broke at work, explaining why the speed limit has been exceeded, etc.)

COMPETENCY

S 5.0 Explain own behavior with simple statements

OBJECTIVE

S 5.1 Give a reason or excuse for behavior when necessary.

INDIVIDUAL ACTIVITIES

The tutor does "What's Your Excuse" with the student.

Have the student use Fantavision, Paint Works, Deluxe Paint or another graphics computer program to do the poster-making activity described in the Skills Expansion Activities.

GROUP ACTIVITIES

What's Your Excuse?

1. Students brainstorm what behaviors, actions/inactions may need to be justified, explained, excused.
2. Divide the list among groups of 2-3 students. Each group works on making lists of acceptable and unacceptable excuses/justifications for that behavior:
   Late to work: acceptable--traffic jam caused by accident, heavy snowfall,etc.
   unacceptable--overslept, talked with friend, hungover, etc.
   Late Payment: acceptable--employer changed pay day without notice, billing dispute, hospitalized, etc.
   unacceptable--forgot, on vacation, ran out of checks, etc.
3. Students then prepare two skits, one showing what happens when the supervisor hears a good excuse and one showing what happens with an inappropriate excuse.
4. Pass out hats/clothing props. (Do the same activity for American historical events or citizenship issues:
   Boston Tea Party: acceptable--protest British taxes, no representation in England, demonstration of anger, etc.
   Unacceptable--vandalism, to have a good time. (These will, of course, be stated in less sophisticated terms)

Musical Chairs:

1. Once students are quick and confident about excuses, play musical chairs but have the student left without a chair quickly give any excuse studied.
2. If the excuse is plausible, everyone says, "That's okay." If it is implausible, everyone says: "I've heard everything now."
3. When one person is left, each student must say one sentence about why "the winner" is never absent or tardy. Encourage humor. "He's never absent because his wife won't let him stay home."

OBJECTIVE

S 5.1 Give a reason or excuse for behavior when necessary *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present, present continuous, future, and past modals adverb clause: because negatives adjectives adverbs conjunctions	because, so, permission, reported, call in, should, must, in advance, before, traffic jam, storm, sick	*Let's Work Safely* *Decisions! Decisions!* *Questions and Answers on American Citizenship* *React/Interact*, (adapt for this level) *The Non-Stop Discussion Workbook*, (adapt for this level) *Side by Side* *Real Life English* *What's the Story* *Talk about Trivia* a prompt list of actions/inactions, excuses/reasons and hats/clothing/props for skit

EVALUATION OF OBJECTIVE

The student is given a situation where s/he must role-play an acceptable excuse or explain some type of behavior with 80% effectiveness.

SKILLS EXPANSION

What's Your Excuse Posters: After each group has identified acceptable and unacceptable excuses, have them design posters that teach which are acceptable and unacceptable. Hang them on the classroom walls.

CULTURAL ORIENTATION

In some cultures, supervisors may be nonexistent and workers are allowed great autonomy. Students from these cultures may have great difficulty adjusting to a supervised work organization.

OVERVIEW

COMPETENCY

S 6.0 State personal skills and interests relevant to the situation (e.g., work, social).

PREREQUISITE SKILLS/KNOWLEDGE

Knowledge of own personal skills and interests,;ability to recognize personal skills; ability to use past tense to describe personal history; knowledge of the modal "can" to discuss present skills/abilities

OBJECTIVES

The student will

S 6.1 State personal skills and interests in an interview, life-skill situation or a social setting.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Present self successfully at a job or naturalization interview.
2. State training/educational goals for self.
3. State past qualifications and skills when giving a personal history.
4. Give personal information at a party, during a break to a co-worker, etc.

COMPETENCY ASSESSMENT

1. In an interview role-play, the student states personal skills and interests with 80% effectiveness.
2. In an informal situation (e.g., a class party) the student exchanges personal information with other students. This is done with 80% effectiveness.

COMPETENCY

S 6.0 State personal skills and interests relevant to the situation (e.g., work, social).

OBJECTIVE

S 6.1 State personal skills and interests in an interview, life-skill situation or a social setting.

INDIVIDUAL ACTIVITIES

The tutor works with the student to identify personal skills and interests. The students practices the statements with the tutor.

GROUP ACTIVITIES

Have the students sit in a circle. Each one states an ability using the modal "can". After each student states his/her ability, have the class repeat it using "he" or "she" to practice other pronouns.
For example:
a. Maria: I can sew clothes. Class: She can sew clothes.
b. I can make tables and chairs. Class: He can make tables and chairs.
This same technique can be used to state interests.

Put the students into groups and have them identify personal skills and interests. Let them list these items on large sheets of newsprint to hang around the room. Each student should have one. Then the students can point to their lists and talk about their own personal skills and interests.

Play "cocktail party" with the students. Have them exchange personal information with each other and then as a class, discuss what they learned about each other.

Set up mock interviews that require the student to state basic skills and interests.

The Ideal Employee:
1. Brainstorm the qualities of the ideal teacher or student.
2. Divide students into groups of 2 or 3 and pass out an occupational title to each group.
3. Include elected and appointed officials and also family/kinship titles, if you have a nonVESL, noncitizenship class.
4. Have each group prepare the values, abilities, qualities that they think a person in that occupation should have.
5. When they finish, have a spokesperson for each group come to the front of the class, and tell the class what values they listed. Warn them not to tell what occupation they worked on.
6. Let the class guess the occupation.

OBJECTIVE

S 6.1 State personal skills and interests in an interview, life-skill situation or a social setting *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
y/n and wh-questions tenses: present, past and future modals: can and could comparatives superlatives conjunctions adverb clauses: because, when, while, before, after	I was a . . . in my country I can . . . I could . . . I like . . . I have an interest in . . . My skills are . . . I am interested in . .	*Speaking Up at Work* *English That Works* *Basic Adult Survival English* *Questions and Answers on American Citizenship* *It's Up to You* *Expressways* *Side by Side (Second Edition)* *A Handbook for Citizenship* *Grammarwork, Books One and Three*

EVALUATION OF OBJECTIVE

In a mock interview situation, the student states personal skills and interests with 80% effectiveness.

SKILLS EXPANSION

Reading and Writing:

1. Have students read short descriptions of the daily duties required for basic occupations, and in small groups decide what personal skills or interests would be helpful for a person considering a career in that occupation.
2. Ask them to write a brief job description.

CULTURAL ORIENTATION

In many cultures, it is considered impolite to discuss personal strengths or weaknesses.

OVERVIEW

COMPETENCY

S 7.0 State an opinion and/or idea.

PREREQUISITE SKILLS/KNOWLEDGE

Ability to make simple statements,use of comparatives and superlatives

OBJECTIVES

The student will

S 7.1 State a personal opinion, idea, or belief related to work, family; or environment.

S 7.2 Make statements of agreement or disagreement from opinions, ideas and beliefs related to work, family, or environment.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Present an opinion, idea or belief at work to a co-worker or supervisor.
2. State an idea, opinion, or belief in a classroom discussion.
3. Agree or disagree with the opinion, belief or idea of a co- worker, supervisor, family member, teacher, etc.
4. State personal opinions about child-rearing with friends and neighbors.
5. State opinions and ideas about living in the United States as compared to living in another country.

COMPETENCY ASSESSMENT

Competency Assessment

1. The student discusses a given topic with another student or the teacher and states personal opinions, ideas, beliefs. S/he agrees or disagrees with 80% effectiveness.
2. In a role-play situation, the student gives an opinion and then expresses agreement or disagreement with 80% effectiveness. Situations can include the following:
   a. An employee doesn't like a new work rule.
   b. Two friends are discussing a move to a new state, city,etc.
   c. A student receives a ticket that s/he thinks is unfair.
   d. One friend thinks another friend should/shouldn't get married.

COMPETENCY

S 7.0 State an opinion and/or idea.

OBJECTIVE

S 7.1 State a personal opinion, idea, or belief related to work, family or environment.

INDIVIDUAL ACTIVITIES

The tutor does the group activity with the individual.

GROUP ACTIVITIES

In groups let the students express their opinions based on simple questions:
What country has the best food? What is the most popular TV show? What is the best song on radio now? What is the best city? Is the weather better in your country than here? Is life here more interesting than . . . ? Are the people in the U.S. friendlier than . . . ? Is the food here tastier than the food . . . ? etc.

Opposites:

1. Find photos of opposites: mountains, valley; lake, river; city, country; fast food, gourmet food; practical car, luxury car; etc.
2. Mount the photos on cardboard.
3. Let each student choose between the opposites, and give an opinion about their choice. (I like the mountains because the air is good. Yes, but the winter is cold. etc.)
4. Allow students to debate their choices. This is a good opportunity for introducing compromise and at arriving a consensus. "Most of the students like the mountains, but the winter is cold and it's hard to walk or drive." "We prefer gourmet food, but it is expensive. Sometimes the cook uses too much butter, and it takes a long time to cook."

Give the students a topic to discuss in small groups. Have them write their statements pro and con on newsprint. Then let them present their statements to the class with reasons why. Topics for reviewing history in a civics lesson could include opinions about the pilgrims arriving in winter, the Boston Tea Party, the Civil War, the Alamo, etc.

OBJECTIVE

S 7.1 State a personal opinion, idea, or belief related to work, family or environment *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
y/n and wh-questions tenses: simple present, past and future comparatives superlatives adjectives adverbs pronouns: demonstrative, subject/object adverb clauses modals: should	cheap, good, better, the best, bad, worse, the worst, popular, expensive, famous, friendly, pretty, interesting, quiet, safe, clean, nice, intelligent, important, big, fast, cold, hot, warm, cool I think . . . In my opinion . . . This is my idea. I believe . . . You, he, she, we, they should . . .	*News for You* (good topics and pictures for discussions) *Decisions! Decisions !* *Look Who's Talking* *Communication Starters* *Questions and Answers on American Citizenship* *English Through Drama* (especially the Pro-Con exercise, but must be adapted for this level) *Small Talk* *Side by Side*, (second edition), Book 2 (pictures of opposites)

EVALUATION OF OBJECTIVE

The student looks at pictures of opposites and expresses a personal opinion, idea or belief with 80% effectiveness.

CULTURAL ORIENTATION

Politeness prohibits the direct statement of opinion in some cultures. Consensus is achieved in a manner other than by argument. Sometimes it is helpful for students to adopt an American name and personality in the classroom. Most cultures will allow a person to break social mores if it is clear that it is the character who is breaking the rules and not the student.

COMPETENCY

S 7.0 State an opinion and/or idea.

OBJECTIVE

S 7.2 Make statements of agreement or disagreement from opinions, ideas and beliefs related to work, family, or environment.

INDIVIDUAL ACTIVITIES

The tutor shows the student pictures and states opinions about them. The student practices agreeing or disagreeing with the statements.

GROUP ACTIVITIES

Practice the vocabulary of agreeing and disagreeing with the students.
For example: "That's right." "I agree." I agree with you/him/her . . . " I think so." "You're right." "You're probably right.."Fine." "That's fine." "I disagree." "I disagree with you/him/her . . . "."No. I don't think so." "Not really."
Make statements to the students and let them disagree or agree with you.
For example: "Football is a stupid game." "(Name) was a bad president." "The speed limit is too slow." "American food is the best in the world." "TV is a good babysitter."

Divide the class into groups. Give each group a pack of cards with topics. Each player takes a card and states an opinion about the topic. The others agree or disagree. Topics can include working, studying English, paying taxes, celebrating birthdays, women staying home with young children, playing the lottery, etc.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
y/n and wh-questions tenses: present, past and future demonstrative pronouns conversational responses using "so" and "too" conjunctions noun clauses (I think that . . .)	I think so. Nice. I agree. I agree with you. Sure. That's right. Okay. I don't think so. I don't agree with . . . Not really.	*Side by Side, Book 2* (Second Edition) *Small Talk* *Functions of American English* (adapt activities to this level) *A Conversation Book* *A Handbook for Citizenship* *Expressways*

EVALUATION OF OBJECTIVE

The teacher states opinion on topics the student is familiar with. The student agrees or disagrees with 80% effectiveness.

OVERVIEW

COMPETENCY

S 8.0 Report an accident, injury, or incident.

PREREQUISITE SKILLS/KNOWLEDGE

Familiarity with community services (medical, emergency, fire, poison, police); ability to state location, address, or other vital information; ability to understand simple questions and make simple, clear statements

OBJECTIVES

The student will

S 8.1 Make simple, descriptive statements about an injury, accident, or incident (e.g., car accident, bodily injury, robbery, etc.)

S 8.2 Report an injury, accident, or incident to the appropriate authorities (e.g., 911, police, telephone operator, nurse, supervisor, etc.).

POSSIBLE LIFE SKILLS APPLICATIONS

1. Report an accident to emergency services.
2. Report a crime to the police.
3. Tell employer about suspicious activities.
4. Tell employer, teacher, supervisor about an injury.
5. Describe an accident to a judge, policeman or other official.

COMPETENCY ASSESSMENT

1. The student looks at a picture of an injury, accident, or crime, and makes three descriptive sentences about what has happened in the picture. The student then role -plays a phone call to the appropriate authority with 80% effectiveness.
2. The student is given a dialogue concerning an accident or injury. The student hears only half the dialogue and must respond with 80% effectiveness

COMPETENCY

S 8.0 Report an accident, injury, or incident.

OBJECTIVE

S 8.1 Make simple, descriptive statements about an injury, accident, or incident (e.g,. car accident, bodily injury, robbery, etc.)

INDIVIDUAL ACTIVITIES

The tutor shows the student pictures showing an accident, injury, or crime (robbery). The student makes statements about the picture. For example: The man is hurt. His leg is broken. He is awake. He is on the sidewalk. His bike is broken.

GROUP ACTIVITIES

Do the individual activity with the entire group. (Divide the students into groups of three and have them brainstorm statements as a group. Choose one person from each group to describe the picture to the class.

Using simple stick figures, describe a car accident on the board. Show where the streets crossed and how the accident happened. Have the students then give accounts to each other. (Keep this very simple because the language level is not very high; for example: "I was on 5th and Pine. I was at the red light. A car came up fast behind me. He didn't stop. He hit me.")

Give the students role-plays or dialogues to act out concerning injuries, crimes or accidents.

Put a list of vocabulary words that would be connected to an injury, accident or incident on the board; e.g., finger, knife, field, man, ladder, truck. Have the students decide what kind of accident, incident or injury it could be and have them make statements using the vocabulary.

OBJECTIVE

S 8.1 Make simple, descriptive statements about an injury, accident, or incident (e.g. car accident, bodily injury, robbery, etc.) *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present, present continuous, and past modals: can, can't comparatives superlatives adverbs adjectives adverb clauses with: because,when	hurt, broken, robbery, help, crime, emergency, fire, angry, drunk, break-in, mug, theft, police, operator is broken, is hurt, is drunk	*Expressways* *Side by Side,* Second Edition *Look Again Pictures* *Action English Pictures* *PAIRaells* (needs to be adapted for this level) *English that Works* *English for Adult Competency* *Here to Stay in the U.S.A.* (especially for pictures) *Longman Wall Charts*

EVALUATION OF OBJECTIVE

The student is given a picture of an accident, injury or, incident. S/he makes simple, clear descriptive statements with 80% effectiveness.

COMPETENCY

S 8.0 Report an accident, injury, or incident.

OBJECTIVE

S 8.2 Report an injury, accident, or incident to the appropriate authorities (e.g., 911, police, telephone operator, nurse, supervisor, etc.).

INDIVIDUAL ACTIVITIES

Show pictures of a car accident, injury, crime or some other type of incident and have the student identify the appropriate authority to notify. The student could also report the incident in a role-play situation to the tutor. (The dialogue may be recorded so the student can listen later on his/her own.)

GROUP ACTIVITIES

Accidents/Incidents:

1. Divide the class into small groups and give each group a work-related incident to manage and report: theft, accident, customer complaint, employee argument, employee accident, etc.
2. Let them decide on a procedure for handling each incident.
   For example:
   Do you tell the police about a theft before you tell the supervisor? (No)
   Do you clean up the mess before you tell the foreman about the break-in? (No.)
   Do you try to stop the drunk operator before you tell the supervisor? (Yes)
   If a customer leaves the store angry, do you tell the owner? (Yes)
   If one of your co-workers is drunk and s/he operates dangerous machinery, do you tell the team leader? (Yes)
3. Once each group has its procedure, have them perform a skit which shows the reporting of the accident and the sequences of who is told and what is done.

Have the students practice simple dialogues about reporting an accident, injury, or incident. Have them also practice giving their names and addresses (or present location) as part of the reporting procedure.

Use a teletrainer to have students practice dialogues that must be reported by phone.

OBJECTIVE

S 8.2 Report an injury, accident, or incident to the appropriate authorities (e.g., 911, police, telephone operator, nurse, supervisor, etc.) *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present, present continuous, past and future adverbs conjunctions comparatives, superlatives modals: can, can't adverb clauses: because, when, after, before	I think this man/woman is hurt. addresses or identification of location: on the corner of 5th and Pine emergency, fire, smoke robbed, mugged, took, stole, broke in ,drunk, argue	*Side by Side,* Second Edition *Expressways* *Back & Forth* *Look Again Pictures* *Basic Adult Survival English* *English for Adult Competency*

EVALUATION OF OBJECTIVE

The student is given an emergency, incident, or injury to report. The student identifies the proper authority and then reports the incident with 80% effectiveness.

OVERVIEW

COMPETENCY

S 9.0 Pronounce most English sounds in an intelligible manner.

PREREQUISITE SKILLS/KNOWLEDGE

Ability to distinguish many English sounds orally

OBJECTIVES

The student will

S 9.1 Pronounce words in a manner understandable to those not used to listening to non-native speakers of English.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Can be understood in a basic telephone conversation.
2. Can communicate at a basic level with the doctor.
3. Can communicate with emergency services at a basic level.
4. Can speak at a basic level to an INS officer, employer, teacher, or co-worker..

COMPETENCY ASSESSMENT

1. The student is given a basic dialogue from any life-skill area studied. The student takes one part of the dialogue and pronounces the words understandably 80% of the time.
2. The student is given a list of common vocabulary words from any topic studied. The student conducts a role-play with the teacher, aide, or another student using the vocabulary words. The student speaks understandably 80% of the time.

COMPETENCY

S 9.0 Pronounce most English sounds in an intelligible manner.

OBJECTIVE

S 9.1 Pronounce words in a manner understandable to those not used to listening to non-native speakers of English.

INDIVIDUAL ACTIVITIES

Give daily pronunciation drills lasting five to ten minutes similar to those in the Group Activity.
Choose a taped pronunciation course. Allow the student the use the tape recorder and practice the pronunciation drills.

GROUP ACTIVITIES

Have the students bring in words they are having trouble with. Practice them as a class. A typical problem might be distinguishing between "work" and "walk."

Choose sounds the students are having trouble with. Practice these sounds with minimal pairs or in a simple sentence. Activities during the term should include practice for all English sounds with emphasis on those not found in the student's first language. (Check *Pronunciation Contrasts* for help with this.) Make sure you check that the student can hear the difference between two sound contrasts before you ask them to produce the sounds.

Typical drills include minimal pairs (contrasts of two sounds in the beginning, middle and end of words), backward buildup (e.g., "sentence," "the sentence," "of the sentence," "end of the sentence," "the end of the sentence," "practices the end of the sentence," "This practices the end of the sentence") and target words in phrases and sentences.

Divide the class into pairs and have them practice pronunciation dyads. For this, you will need two lists (A and B) of words with a troublesome sound. Student A pronounces a word from the list and student B circles what s/he hears. Then the process is reversed. Have students practice the words that are unclear to their partner..

Play Pronunciation Bingo in groups. Give the students blank grids and a list of words. Have the students write the words on their Bingo grids. Then allow one student to become the caller. S/he call the words and uses them in a sentence, if possible, while the others put markers on the words they hear. The first one to have bingo becomes the next caller. Make sure each lesson has time for stress and intonation work as well as recognition and production work. If the student can make him/herself understandable through the use of stress and intonation rather than by the production of individual sounds, that is acceptable.

Include work on reduced forms also (see *Sound Advice* or *Whaddaya Say*).

OBJECTIVE

S 9.1 Pronounce words in a manner understandable to those not used to listening to non-native speakers of English *(continued)*.

GROUP ACTIVITIES *(continued)*

Getting a set of plaster teeth and molding a tongue from plasticine (silly putty) to show how individual sounds are made is extremely useful. Also,.having the students put their hands on their throats to feel the difference between voiced and unvoiced sounds is useful.

Stretching rubber bands to show the length of individual sounds allow the student to differentiate among sounds that are held longer than others. For example, you can stretch a rubber band to show how long "bit" is held as opposed to "beat." (Refer to Clear Speech)

If you have volunteers for conversation time with students, have them converse using some of the words studied in class.

Have the students listen to short taped sentences, dialogues or stories. Then have the students tape their own reading of the same as a comparison.

NOTE: Some sounds are extremely difficult and may never be mastered; settle for understandable. Also, we all have regional variations in our speech, so some English sounds in a pronunciation book may not be used in your dialect. Use the speech common to your area.

OBJECTIVE

S 9.1 Pronounce words in a manner understandable to those not used to listening to non-native speakers of English *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
Through the use of sentences containing the sounds to be practiced, the student practices a variety of structures indirectly; however, structure practice is not one of the goals of pronunciation exercises.	The student practices vocabulary indirectly, but this is not one of the goals of pronunciation practice.	*Silent Way* *Fidels* and word charts (use colors to show the sound that each letter in a word represents and the ways that a sound can be spelled.) *Clear Speech* *Whaddaya Say* *Sound Advice* *Pronunciation Contrasts* *Jazz Chants* *PD's* *PD's in Depth* *English Pronunciation Exercises for Japanese Students* *Sounds Easy* *Consonants Sounds Easy* *Small Talk* *Speak Up* *English Sounds and Spelling* a set of plaster teeth and silly putty

EVALUATION OF OBJECTIVE

The student is given words that are difficult for him/her to pronounce in context (either a sentence or a dialog). The student pronounces the words in an understandable manner 80% of the time.

SKILLS EXPANSION

Other spellings: Show your class alternative spellings such as GB Shaw's "ghoti" for "fish," "thru," etc.

OBJECTIVE

S 9.1 Pronounce words in a manner understandable to those not used to listening to non-native speakers of English *(continued)*.

CULTURAL ORIENTATION

In some cultures, open mouths, visible teeth, and over attention to the mouth and lips are impolite, so some students may become uncomfortable. You may want to encourage these students to use mirrors to check themselves, rather than monitoring them yourself.

OVERVIEW

COMPETENCY

R 1.0 Read simple paragraphs and understand the main idea.

PREREQUISITE SKILLS/KNOWLEDGE

Ability to read words and sentences and guess the general meaning of an unfamiliar word; familiarity with verb tenses in English; general concept of English word order

OBJECTIVES

The student will

R 1.1 Determine paragraph content by using pre-reading strategies.

R 1.2 Distinguish the main idea from the supporting details.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Read personnel manual at work.
2. Read a citizenship text at the appropriate level.
3. Read home/safety publications for main idea.
4. Read simplified driver's manual.

COMPETENCY ASSESSMENT

1. The student is given a paragraph from a familiar life-skills or employment area, with a word list and the title. The student guesses at the content of the paragraph and underlines the main idea after reading it with 80% accuracy.
2. The student is given a section of the driver's manual. Using pre-reading skills studied in class, s/he tells about the content of the reading selection and underlines the main idea with 80% accuracy. (The driver's manual should be simplified for this level, as done in the *Basic Adult Survival English*, Book 2, for this exercise.)

COMPETENCY

R 1.0 Read simple paragraphs and understand the main idea.

OBJECTIVE

R 1.1 Determine paragraph content by using pre-reading strategies.

INDIVIDUAL ACTIVITIES

Use materials from the group activity and assist student in successfully completing them.

GROUP ACTIVITIES

Using Clues

Important Nouns:

1. Divide the class into pairs.
2. Make lists of important nouns taken from paragraphs they are to read. Give each pair one list and ask them to predict the main idea of that paragraph.
3. Pass out the paragraphs and let each group compare their idea to the actual paragraph.

Descriptive Titles:

1. Pass out titles to paragraphs that actually reveal the subject of a paragraph.
2. Have the class suggest what the paragraphs will be about.
3. Give the paragraphs to the class. Let them read the paragraphs.
4. Have the class match the titles to the paragraphs.

Pictures:

1. Divide the students into small groups.
2. Give each student a picture that will introduce the contents of a paragraph or several paragraphs.
3. Let the students talk about the pictures and what they mean.
4. Give each group several paragraphs to read and then let them match the paragraphs to the appropriate pictures.

Prediction - Topic Sentence:

1. Divide the class into pairs.
2. Pass out the first sentence of a paragraph. (Use topic sentences that appear as the initial sentence.)
3. Have the student predict what the paragraph will be about.
4. Give them paragraphs so they can check to see how they did. Make sure that your paragraphs come from citizenship,VESL, health, community services, and other subject areas which are meaningful to them.

OBJECTIVE

R 1.1 Determine paragraph content by using pre-reading strategies *(continued)*.

What Happens Next:

1. Write the first sentence of a paragraph on an overhead and have the students predict what will happen next.
2. Continue through the paragraph's sentences, letting the students guess.
3. This activity will work best for paragraphs that have easily identifiable topic sentences or where the topic sentences appear later in the paragraph.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present, present continuous, past, present perfect, future demonstrative pronouns modals conjunctions comparatives superlatives adverb clauses: when, because, if, before and after	title, predict, prediction, clue, main idea, vocabulary, list, words, pre-reading, guess, paragraph, noun	*The Chicken Smells Good* *True Stories in the News* *Three Easy Pieces* *Potluck* *From Sea to Shining Sea* *A Handbook for Citizenship* *English with a Smile* *Interactions I* *Contact U.S.A.* (This might be too difficult for very beginning students however.) *Basic Adult Survival English*

EVALUATION OF OBJECTIVE

The student is given vocabulary lists, pictures, or titles for several paragraphs. The student matches the list of words, pictures, or titles to the correct paragraphs with 80% accuracy.

COMPETENCY

R 1.0 Read simple paragraphs and understand the main idea.

OBJECTIVE

R 1.2 Distinguish the main idea from the supporting details.

INDIVIDUAL ACTIVITIES

Give the student a paragraph. The student finds the main idea and underlines it. Select paragraphs from various areas the student is studying.

GROUP ACTIVITIES

Divide the class into pairs and have the students study paragraphs to find the main idea and underline it.

Do an outlining exercise on the board or overhead with the entire class. (Since this can be quite difficult, it should be teacher-directed and done with familiar vocabulary and reading material.) Discuss what makes a sentence either a topic or supporting sentence.

Supporting Sentences:

1. Divide class into pairs and give each pair a card that has 3-5 sentences on it (i.e., supporting sentences which were culled from a paragraph. All the cards should be different.)
2. Ask students to guess what the main idea is based on the three sentences.
3. Have them exchange cards with other pairs.

Give the students a paragraph to read. Then give them a choice of several sentences from the paragraph to identify. One sentence should be the topic sentence while the others would contain supporting details.

OBJECTIVE

R 1.2 Distinguish the main idea from the supporting details *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present, present continuous, past, future, present perfect demonstrative pronouns modals conjunctions comparatives superlatives adverb clauses: when, because, after, before, if	detail, supporting ideas, facts, information	*A Handbook on Citizenship* *Interactions I: A Reading Book* *English with a Smile* *The Chicken Smells Good* *Basic Adult Survival English* any other reading material the students are studying

EVALUATION OF OBJECTIVE

The student is given several paragraphs to read. The student finds the main idea of each paragraph and either restates it or underlines it with 80% accuracy.

SKILLS EXPANSION

Have the students outline paragraphs by using the clustering method. This skill connects nicely with writing activities.

Have the students make a cartoon "drawing" of the paragraph and its details.

CULTURAL ORIENTATION

In many countries, adults with low-level reading skills read adult "comic" books with romance, action, and adventure themes. You may find that adding illustrations and other visual materials may make reading more exciting for some of your students. "Mad" magazine, when it lampoons such topics as police speed traps, anti-smoking inventions, teacher types, etc. may be interesting to your student as well as an excellent bridge to other reading materials.

OVERVIEW

COMPETENCY

R 2.0 Read clocks, schedules, calendars and maps.

PREREQUISITE SKILLS/KNOWLEDGE

Ability to read numbers; understand sequencing of numbers,directions (north, south, east, west, etc.), basic vocabulary of clocks, maps, schedules, calendars (e.g., big hand, little hand, face, arrival, departure, gate, cross street, left, right, etc.), and ordinal numbers, as used in addresses

OBJECTIVES

The student will

R 2.1 Extract information from clocks, schedules, calendars and charts to plan appointments and activities.

R 2.2 Locate places and determine routes using maps.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Determine pay periods at work.
2. Schedule doctor's appointments.
3. Extract information from a schedule to use public transportation.
4. Use a map to arrive at a destination.

COMPETENCY ASSESSMENT

1. The student decides on an activity to plan. S/he uses a calendar or schedule to determine the logistics of the activity and then with a map, shows the route or location with 80% effectiveness.
2. The student plans a field trip using public or private transportation and a map to show location or detail the route. This should be done with 80% effectiveness. (The field trip may or may not actually be taken. Schedules, maps, calendars, and clocks should be provided for the student.)

COMPETENCY

R 2.0 Read clocks, schedules, calendars and maps.

OBJECTIVE

R 2.1 Extract information from clocks, schedules, calendars, and charts to plan appointments and activities.

INDIVIDUAL ACTIVITIES

Give the student a clock, schedule, calendar or chart to read. Have the student answer questions either orally or in writing.

GROUP ACTIVITIES

Give the students, in pairs or groups, clocks, schedules, calendars, or charts to read. Have them answer comprehension questions.

Give a group of students an activity to plan. Have them decide how to get there (try to get them to use some type of public transportation so that they read a schedule). Have them write it down in a personal planner. Next give everyone a large calendar (you can make one on a computer). Have the students ask each other about their activities and write them down on the calendars.

How a Bill Becomes a Law:

1. Divide the class into House, Senate, President, and any other necessary divisions (conference committees, Ways and Means committee, etc.) Appoint a President. Have the students read in their citizenship text how a bill becomes law and who has responsibilities for what.
2. Make sure they amend the bill as it goes through the readings, and that there are compromises between House and Senate versions.

OBJECTIVE

R 2.1 Extract information from clocks, schedules, calendars, and charts to plan appointments and activities *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present, present continuous, past, future pronouns wh and yes/no questions conjunctions	schedule, chart the day after tomorrow, yesterday, two days ago, a month from now, the day before yesterday, this week, last week, etc. half past, quarter to, quarter after, . . . thirty, o'clock arrives, departs bus number . . .	*Experiential Language Teaching Techniques* *A Handbook for Citizenship* *English with a Smile* *Facts and Figures* *Getting Around* *Reading Schedules* appropriate schedules, charts, clocks, calendars

EVALUATION OF OBJECTIVE

The student is given a clock, chart, schedule or calendar to read, and answers comprehension questions with 80% accuracy.

CULTURAL ORIENTATION

Make sure that students understand that they can negotiate appointment times at a doctor's or dentist's office, and not simply take the first appointment time offered.

COMPETENCY

R 2.0 Read clocks, schedules, calendars and maps.

OBJECTIVE

R 2.2 Locate places and determine routes using maps.

INDIVIDUAL ACTIVITIES

Explain how to use a map to the student. Next give the student places to locate and a route to make.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Hang a large map of the area in the room. Have each student show the route from his/her home to school. Then write the student's name on a card and pin it over the place where s/he lives.

Divide students into groups. Give them written directions to various places on the map. Have them mark the places.

Use an information gap map activity as suggested in *Communication Starters*. Partner A has information to give to partner B about his/her map and vice versa.

For a civics application, have students read maps about immigrations to the U.S., the thirteen colonies, regions of the U.S. etc.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present, present continuous, past, future pronouns prepositions adverbs	go straight ahead, turn right, left, north, south, east, west, go two . . . miles, stop light, stop sign, corner of, right-hand, left-hand, cross street, landmarks, bank, theater, store, library, house, gas station, etc.	*Communication Starters* *Side by Side* *English that Works* *Basic Adult Survival English* *The Federal Textbook on Citizenship* *10 Civics Lessons* maps

OBJECTIVE

R 2.2 Locate places and determine routes using maps *(continued)*.

EVALUATION OF OBJECTIVE

The student is given a map, asked to locate several places, and outline a simple route. S/he does this with 80% accuracy.

SKILLS EXPANSION ACTIVITIES

Conversation: Have the students-role play giving directions.
Writing: Have the students write directions and make maps for the directions.

CULTURAL ORIENTATION

People from some cultures aren't as mobile as Americans, and may not have much experience using maps. Our two-dimensional route maps may not be very meaningful to students who come from places where they know the route, but need other crucial information such as elevation change or climatic conditions, as in a mountainous area. Giving directions also differs among cultures. In Japan, for instance, street names are rarely used, but landmarks are. In other countries, people just say, "Follow me." Even within the U.S., styles for giving directions differ.

OVERVIEW

COMPETENCY

R 3.0 Use alphabetical and numerical order to locate information in directories.

PREREQUISITE SKILLS/KNOWLEDGE

Knowledge of alphabet, basic numerical sequence, basic combinations of letters and numbers, ordinal numbers

OBJECTIVES

The student will

R 3.1 Sort and sequence information using alphabetical, numerical, and combinations of letters and numbers (e.g., mail, invoices, purchase orders, and file records).

R 3.2 Find information (person, place or thing) in an alphabetical, numerical, or alphanumerical sequence.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Locate offices in buildings.
2. Find books in the library.
3. Find telephone numbers of employers.
4. Locate relevant sections in the Constitution.
5. Identify appropriate INS form.
6. File names in alphabetical order.
7. Categorize tools or other objects according to alphanumerical order.
8. Sequence invoices.

COMPETENCY ASSESSMENT

1. The student is given cards with names of people, cities and/or streets (local as much as possible) to sequence . Then the student is asked to find certain items in the sequence with 80% accuracy.
2. The student goes to the library (or the book section of a school or learning center). The student locates information that the teacher asks for using indexes, microfiche, etc. (whatever the filing system is). The student is also given a list of names (e.g., on envelopes), or numbers to properly sequence. This is done with 80% accuracy.

COMPETENCY

R 3.0 Use alphabetical and numerical order to locate information in directories.

OBJECTIVE

R 3.1 Sort and sequence information using alphabetical, numerical and combinations of letters and numbers (e.g., mail, invoices, purchase orders, and file records).

INDIVIDUAL ACTIVITIES

Give the student flash cards with names of people, cities, and streets, and help the student sequence them.

GROUP ACTIVITIES

Each member of the group writes a piece of information on a card., Then have the group sequence themselves according to names, addresses, ages (if appropriate), height, or zip codes.

Select company names from a telephone book (e.g., Sears, the Bon Marche, Pay 'n Pak, etc.) and create invoice numbers e.g., A1102, A1201, A2311, etc. Arrange in an unsequenced order on a handout. Let the students complete the sequencing exercises in groups.

Have students select names from a map and alphabetize them. At this level the students must also learn what to do when the initial letter or initial letters are the same.

Assign the students to go to various stores in the area after school and discover the types of sequencing systems used. Have them bring back the sequencing system and share it with the class. (They should include what is being sequenced, where it started and stopped.)

Make files and let the students sequence them.

If you have a book area in the learning center, assign several students to keep it properly sequenced for a definite period of time.

OBJECTIVE

R 3.1 Sort and sequence information using alphabetical, numerical and combinations of letters and numbers (e.g., mail, invoices, purchase orders, and file records) *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
wh and yes/no questions present and past tense conjunctions prepositions	mail, envelopes, invoice, letter, folder, file, area code, zip code, sort, order, sequence, first, second, last, next, then	*English that Works* *Basic Adult Survival English* maps invoices

EVALUATION OF OBJECTIVE

The student is given a set of names, numbers, or alphanumerical items to sequence with 80% accuracy.

COMPETENCY

R 3.0 Use alphabetical and numerical order to locate information in directories.

OBJECTIVE

R 3.2 Find information (person, place, or thing) in an alphabetical, numerical or alphanumerical sequence.

INDIVIDUAL ACTIVITIES

Bring a directory and have the student locate information in it.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Take a field trip to the library and have the librarian show the students around. Help them find books about their country using the library filing system. Students usually also enjoy getting information from almanacs.

Give the students the design of a building with numbered offices. Have them find names or numbers in the directory and where the accompanying office is. (Such an activity is found in *English That Works.*)

Constitution Treasure Hunt: Give each student a different alphanumeric treasure "location" in the Constitution, example: Article II, Section 2, subsection h (II,2,h). The student who realizes that his/her section answers a question written on the board has found the treasure. In this case, the question might be, "What does the president say when s/he becomes President?"

Charts and Graphs: Using charts and graphs on such subjects as the names of the fifty states, their capitals, mottos, nicknames, approximate land ares, etc., ask questions (orally or in writing) such as: "Which state is called the Land of Opportunity?" "What is Raleigh the capital of?" "Which state is abbreviated NM?" "Which state was entered the Union in 1821?"

OBJECTIVE

R 3.2 Find information (person, place, or thing) in an alphabetical, numerical or alphanumerical sequence *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
yes/no and wh-questions tenses: present, past, and future conjunction adverbs ordinal numbers	first, last, next first and last names almanacs, index, files, microfiche aisle, stack directory, yellow pages, blue pages	*Questions and Answers on American Citizenship* *A Handbook for Citizenship* *English that Works* *Reading Power* lists of questions, graphs, charts, simplified U.S. Constitution directories almanacs

EVALUATION OF OBJECTIVE

The student is given information to find in a directory. S/he does this with 80% accuracy.

CULTURAL ORIENTATION

Some countries do not allow as much public access to library materials, or have as many libraries, so students may not be familiar with or comfortable in libraries. Remember that some libraries are organized according to the Dewey Decimal System and others the Library of Congress. (Some use both.)

OVERVIEW

COMPETENCY

R 4.0 Read and pronounce new words using knowledge of phonics, basic prefixes, suffixes and roots.

PREREQUISITE SKILLS/KNOWLEDGE

Basic knowledge of English sound/symbol correspondence (consonants, vowels, and blended consonant sounds); understanding of basic suffixes, prefixes and roots; knowledge of nouns, verbs, adverbs, and adjectives

OBJECTIVES

The student will

R 4.1 Decode an unfamiliar word based on knowledge of phonics.

R 4.2 Identify common roots, prefixes and suffixes in words as an aide to unlocking meaning.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Decode words used in class materials.
2. Decode new terms used in on-the-job manuals.
3. Decode historical, legal, government terms found in a citizenship text.
4. Identify roots, prefixes and suffixes in common words used in government and medical vocabulary.

COMPETENCY ASSESSMENT

1. The student is given a reading passage on a familiar topic (civics, job, going to the doctor, etc.) with some unfamiliar words. S/he must identify any common roots, prefixes or suffixes studied and decode the meaning. This is done with 80% accuracy.

COMPETENCY

R 4.0 Read and pronounce new words using knowledge of phonics, basic prefixes, suffixes and roots.

OBJECTIVE

R 4.1 Decode an unfamiliar word based on a knowledge of phonics.

INDIVIDUAL ACTIVITIES

Adapt the group activity to the individual student.

Put English sound/symbol correspondence on language master cards and let the student work with the sounds. Then give the student words to decode based on the material studied. (Computer programs also do this if the program has a voice synthesizer.)

GROUP ACTIVITIES

Mystery Word:
1. Using Silent Way Fidel charts or another sound/symbol presentation, have pairs of students find real words or make up bluff words.
2. Each pair should find or make up two or three.
3. Each pair writes its words one at a time on the board. Other students try to decode it.
4. If they decode it correctly, they get to guess if it's a real word or a bluff word. (Usually smaller words are the best bluffs.)

Weekly Words:
1. Have students bring three words they have had trouble with during the week (any words: job-related, citizenship, transportation, shopping, etc.)
2. Write them on the board or on construction paper and post them around the room.
3. Have other students decode the words.
   (Students can also keep individual word lists to help remind them of words studied.)
4. This is also a good opportunity to list related words or words that do not follow the phonics rules taught.

OBJECTIVE

R 4.1 Decode an unfamiliar word based on a knowledge of phonics *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
	sound, vowel, consonant, short, long, blend	Fidel charts sound/symbol system *Consonants Sound Easy* *Sounds Easy* *English Sounds and Spelling* *Pronunciation Contrasts*

EVALUATION OF OBJECTIVE

The student is given a reading on a familiar topic with new words to decode. (The words should follow the phonics rules the student has studied.) The student decodes the new words with 80% accuracy.

COMPETENCY

R 4.0 Read and pronounce new words using knowledge of phonics, basic prefixes, suffixes and roots.

OBJECTIVE

R 4.2 Identify common roots, prefixes, suffixes in words as an aide to unlocking meaning.

INDIVIDUAL ACTIVITIES

Do the individual activity with the entire group.

GROUP ACTIVITIES

Identify suffixes related to occupations. (Use vocabulary appropriate for this level.)
For example:
Suffixes: - r, - er, - or (baker, painter, actor, etc.)
- ist, - ian (pharmacist, technician) Have students make word lists with these suffixes. Also make sure that the students identify these words as nouns.

Identify common roots as they appear in common words. For example:
Roots: tele (distant)
photo (light)
graph (write)
auto (self)
scrib, script (write)
geo (earth)
ped (child)
Have students find words with these roots and write them on newsprint.

Have students add suffix endings to make comparative and superlative adjectives as well as - ly for adverbs. Ask them to write statements about their country and this country for comparison. Have the students bring pictures from home and talk about members of their family using the comparative and superlative forms. Let them write the sentences and share them with each other.

OBJECTIVE

R 4.2 Identify common roots, prefixes, suffixes in words as an aide to unlocking meaning *(continued)*.

Identify common prefixes used in the students' vocabulary.

Prefixes: re - (again) repeat
vice - (one who takes the place of another)
vice president
trans - (across, over) transportation
mis - (wrong) mistake
un - (not) unclear
dis - (not) disorder
il - (not) illegal
in - (not) inflammable

Have the students find words with prefixes, write them on newsprint and share them with the entire class.

Citizenship Prefix and Suffix:
One student writes a word on a piece of paper and gives it to the teacher. The student then writes the suffix or prefix on the board and the other students guess the word. Example: - ment
Possible guesses: government, amendment, document

Heads and Tails:
1. Give the students lists of prefixes, suffixes, and roots with example words.
2. The next day divide them into groups of three and tell them to make real or bluff words from the prefixes, suffixes and roots.
3. Other class members guess whether or not the word is real. If it is a real word, the group members must give the definition.

OBJECTIVE

R 4.2 Identify common roots, prefixes, suffixes in words as an aide to unlocking meaning *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
comparatives superlatives parts of speech: noun, verb, adjective, adverb	Suffixes: - r, - er, - or (baker,painter, actor, etc.) ist, ian (pharmacist, technician) Roots: tele (distant) photo (light) graph (write) auto (self) scrib, scrip (write) geo (earth) ped (child--pediatrician) Prefixes: re (again) repeat vice - (one who takes the place of another) vice president trans - (across, over) transportation mis - (wrong) mistake un - (not) unclear dis - (not) disorder il - (not) illegal in - (not) inflammable	*The ESL Miscellany* *A Vocabulary Workbook: Prefixes, Roots, Suffixes* *Wordplay* prefix/suffix/root lists

EVALUATION OF OBJECTIVE

The student is given a list of words with prefixes, suffixes, and roots. S/he identifies them and gives the possible meaning of the words with 80% accuracy.

OBJECTIVE

R 4.2 Identify common roots, prefixes, suffixes in words as an aide to unlocking meaning *(continued)*.

CULTURAL ORIENTATION

Many languages do not create or alter words by using suffixes and prefixes. Students whose first language doesn't include suffixes and prefixes will have difficulty learning this, require substantial practice.

OVERVIEW

COMPETENCY

R 5.0 Interpret bills and receipts.

PREREQUISITE SKILLS/KNOWLEDGE

Basic mathematics (addition, subtraction, decimals and fractions); ability to write the numbers from one to one hundred and the names of the months of the year; understanding of the English measurement system

OBJECTIVES

The student will

R 5.1 Extract important information (e.g., company, date, time, service period, amount or amount due, prices and the time items are purchased) from a bill, receipt, bank statement or pay stub.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Interpret a pay stub correctly.
2. Interpret an electric bill.
3. Interpret a receipt from the pharmacy or food store.
4. Interpret a telephone bill.

COMPETENCY ASSESSMENT

1. The student is given a bill or pay stub to read. The student provides the necessary information asked with 80% accuracy.
2. The student brings in a pay stub. S/he determines the gross and the net amount. S/he then identifies the amount taken out for taxes, social security, and benefits (if any) with 80% accuracy.

COMPETENCY

R 5.0 Interpret bills and receipts.

OBJECTIVE

R 5.1 Extract important information (company, date, time, service period, amount or amount due, items purchased, and prices) from a bill or receipt, bank statement or pay stub.

INDIVIDUAL ACTIVITIES

Have the student bring in bank statements, pay stubs, or receipts of any type. The student identifies necessary information on each one.

GROUP ACTIVITIES

Bills, Bank Statements, and Sales Receipts:
Have students bring in copies of their bills. Block out their names, addresses, account numbers, and any other identifying information. Make enough copies for the class and have them locate and circle key items on the bills. Do the same with bank statements and sales receipts.

Money Orders, Deposit Slips, and Checks:
Practice reading mock or real money orders, deposit slips, and checks. (This works well on an overhead.)

Paying Bills:
Divide the class into small groups. Pass out two of your bills to each group (block out any identifying information), and have them write practice checks.

Have students make bills for other class members who then pay with practice checks or money orders.

Utility Bills:
Using the students' utility bills, have them calculate their KWH or GPH usage. Use simple power company charts and graphs to help them understand the expenses of electric or gas uses (i.e., a hot water heater is relatively expensive, a 60-watt bulb is relatively inexpensive).

Reading Utility Meters:
Ask your local utility for demonstration meters, and have the students practice meter reading.

OBJECTIVE

R 5.1 Extract important information (company, date, time, service period, amount or amount due, items purchased, and prices) from a bill or receipt, bank statement or pay stub *(continued)*.

Grocery Receipts and Unit Pricing:
Using grocery receipts with each item listed, have the students add up the meat, produce, etc., and see if their subtotals agree with the total. Teach them to use a calculator if they don't know how. Next, have them identify the tax and then figure it. Finally, explain unit pricing (most stores now have tags below each item reflecting its unit cost so that consumers can do comparison shopping). Take students to a store and have them comparison shop, using calculators to aid figuring the unit price when it's not provided.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
two-word verbs tense: present and past pronouns: possessive, subject, object conjunctions comparatives superlatives	two-word verbs (e.g., fill in, fill out, add up, figure out, etc.) gross, net, FICA, deposit, withdrawal, total, subtotal, wage, credit, sales tax, check, deposit slip, statement, receipt	*Variations* *Time Cards and Pay Checks* *Pay By Check* *First Steps to Reading and Writing* *Reading for Adults* *In Print* Various household bills, blank checks and money orders, deposit slips, bank statements, payroll forms, sales receipts calculators

EVALUATION OF OBJECTIVE

The student is given a bill, receipt, check, money order, or bank statement to read. The student answers comprehension questions based on the material with 80% accuracy.

OBJECTIVE

R 5.1 Extract important information (company, date, time, service period, amount or amount due, items purchased, and prices) from a bill or receipt, bank statement or pay stub *(continued)*.

SKILLS EXPANSION

Home Budget:
Show your students how to set up a budget that will help them manage their money. Have them allocate a reasonable amount for various living expenses. Each month they should use their receipts to calculate the percentage above or below the budgeted amount. (*In Print* has a very readable pie graph of monthly expenses that even very low level students can use.) Have them alter the budget amount after they have established a track record for expenses. A simplified version of this (especially if you don't keep a budget yourself) is to invent income and expenses in order to show how much disposable income is left after all the bills are paid. Prepare a budget sheet that identifies basic expenditures: rent, clothes, food, car expenses/transportation, etc.

CULTURAL ORIENTATION

Some economies operate mainly on cash (even Japan), so students from those countries may have considerable difficulty in managing a "plastic" or "paper" economy.

OVERVIEW

COMPETENCY

R 6.0 Read simple announcements and advertisements in their full and abbreviated terms (e.g., work or life-skill situations).

PREREQUISITE SKILLS/KNOWLEDGE

Familiarity with vocabulary associated with advertisements, e.g., apartment, street, bedroom, 6 cylinder, 4-wheel drive, p.m.; days of the week and months of the year

OBJECTIVES

The student will

R 6.1 Match an abbreviation to its long form as it occurs in want ads, announcements, prescriptions, citizenship , or other reading materials.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Extract information from abbreviations used in want ads for housing and autos.
2. Extract information from abbreviations used in grocery ads.
3. Extract information from abbreviations used in job announcements.
4. Extract information from abbreviations found in citizenship texts or other reading materials.

COMPETENCY ASSESSMENT

1. The student is given a want ad with familiar abbreviations. The student identifies the abbreviations and then associates them with their long forms. This is done with 80% accuracy.

2. The student completes an information sheet with missing data using a combination of abbreviations and long forms, with 80% accuracy. (Giving the student an actual prescription on a bottle and an information sheet to fill in is a good application for this assessment.)

COMPETENCY

R 6.0 Read simple announcements and advertisements in their full and abbreviated terms (e.g., work or life-skill situations).

OBJECTIVE

R.6.1 Match an abbreviation to its long form as it occurs in want ads, prescriptions, announcements, citizenship papers or other reading materials.

INDIVIDUAL ACTIVITIES

Give the student want ads, announcements, or other abbreviations to identify. Talk about what the abbreviation means. Give the student a worksheet in which s/he must draw lines to connect the abbreviations to their full terms.

GROUP ACTIVITIES

Abbreviation Concentration:
1. Have students pair up into two teams.
2. Students turn two cards over and look for a match (match abbreviation to long form).
3. Organize your cards into subject areas: housing want ads, auto want ads, address abbreviations, measurement abbreviations, citizenship abbreviations, etc.

Abbreviation Pursuit:
1. Like "Trivial Pursuit," except the categories are the ones above.
2. Use the "Trivial Pursuit" game board and tokens, but make your own cards that match the colors (i.e., blue = housing, red = auto, etc.)

OBJECTIVE

R.6.1 Match an abbreviation to its long form as it occurs in want ads, prescriptions, announcements, citizenship papers or other reading materials *(continued)*.

Abbreviation Work Stations (for large classes):
1. Designate seven stations around the room.
2. Pose actual want ads (limit the size to about seven ads) or announcements (each station will have a different ad or announcement).
3. Pass out worksheets to students which require them to interpret the abbreviations in the want ad or announcement.
4. Have students call off 1 through 7.
5. Number 1's go to Stations #1, etc.
6. Tell them they will have to change stations as a group every three minutes when you clap your hands.
7. Encourage them to talk among themselves.
8. Worksheet questions should include such questions as: "What is the rent of the most expensive two-bedroom dupiex? Which studio is near the bus line? Which six-cylinder has a sunroof and radio? How much is it?

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
adjectives tenses: present and past adjectival nouns yes/no and wh-questions comparatives superlatives	duplex, studio, half-bath, power brakes, one owner, needs work, president, World War, general, United Nations, street, daily, Monday through Friday, required, preferred, experience, per hour, tablespoon, teaspoon	*Questions and Answers on American Citizenship* *Federal Textbook on Citizenship* *Using the Want Ads* *Finding a Good Used Car* *Reading the Newspaper* *English That Works* *Basic English for Adult Survival* Concentration cards made-up trivial pursuit cards want ads and announcements

EVALUATION OF OBJECTIVE

The student matches long forms from want ads, announcements, etc. to their abbreviations with 80% accuracy.

R.6.1 Match an abbreviation to its long form as it occurs in want ads, prescriptions, announcements, citizenship papers or other reading materials *(continued)*.

SKILLS EXPANSION

Conversation: Have student play the parts of a used car buyer and seller, or landlord and prospective tenant. Have them write their role-plays.

Abbreviation Darts: Put full terms or abbreviations on a dartboard. The student throws darts and must make the appropriate association to score points for his/her team.

Discussion: How are abbreviations made? First 3-4 letters? First letters of two or more words? Two or three important consonants? (i.e., Mrs. Mgr.)

Alphabet Abbreviation Game: Put students in a circle. The first student must spell an abbreviations that begins with "a": asap, apt, etc. The next one spells one that begins with "b": bdrm. and so on. Skip those letters that have no obvious corresponding abbreviations, and give them as extra credit homework: "Who can find an abbreviation that begins with "z?"

CULTURAL ORIENTATION

Students who are speakers of non-alphabetic languages (Chinese) will not have much experience with abbreviation, since there are only limited ways to abbreviate a language of ideographs.

OVERVIEW

COMPETENCY

R 7.0 Determine the meaning of words using simple context clues.

PREREQUISITE SKILLS/KNOWLEDGE

Understanding of the verb "be," and punctuation using commas, parentheses, and dashes

OBJECTIVES

The student will

R 7.1 Identify the approximate meaning of a word using simple context clues (e.g., "be" verb, parentheses, commas, and dashes).

POSSIBLE LIFE SKILLS APPLICATIONS

1. Identifies new vocabulary words on a job application without using a dictionary.
2. Identifies meaning of new vocabulary from on-the-job instructions using simple context clues.
3. Uses context to identify meaning of new vocabulary from citizenship or other reading materials, using context.
4. Uses context to identify the meaning of new vocabulary words in directions and instructions for household products.

COMPETENCY ASSESSMENT

1. The student is given some reading information with unfamiliar words underlined. The student finds another word in the context of the sentence with the same approximate meaning. This is done with 80% accuracy.
2. The student is given several short reading selections with unfamiliar words underlined. Using the context clues provided, the student selects the correct word from a set of multiple choice answers. This is done with 80% accuracy.

COMPETENCY

R 7.0 Determine the meaning of words using simple context clues.

OBJECTIVE

R 7.1 Identify the approximate meaning of a word using simple context clues (e.g., "be" verb, parentheses, commas, and dashes).

INDIVIDUAL ACTIVITIES

Assist the student in doing the group activities listed below.

GROUP ACTIVITIES

Give the students a worksheet with unfamiliar words underlined. Have them find another word in the sentence with the same approximate meaning. Explain how the following can be used as context clues: adjectives and nouns after the verb "be," and punctuation (parentheses, commas and dashes).

For example:

The Republicans are a political group.
A residence is your home.
A condominium is an apartment that someone buys.
There are many lobbyists, people who try to change laws, in Washington D.C.
F.I.C.A. (Federal Insurance Compensation Act) is deducted from every paycheck. It is money for social security.

Have the students work in groups to identify context clues and then determine the meaning. (Do not allow them to use their dictionaries during this time.)

Opposites:

1. Give students sentences that make a statement and require the student to supply the opposite: Bill is short. He isn't____ (tall, big, average).

OBJECTIVE

R 7.1 Identify the approximate meaning of a word using simple context clues (e.g., "be" verb, parentheses, commas, and dashes) *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: present and past adjectives and nouns pronouns: subject, object possessive conjunctions yes/no and wh-questions	context, meaning, verb, comma, dash, parentheses, opposite, same, different, choose	worksheets with controlled sentences *Interactions I:A Reading Book* (It has many context exercises for low level readers) *True Stories in the News* *Questions and Answers on American Citizenship* *A Handbook for Citizenship* *Far from Home* *Words for Students of English* *Line by Line*

EVALUATION OF OBJECTIVE

A student is given a worksheet or short reading selection with words underlined. The context clues are clearly provided so the student can choose other words with approximately the same meaning. This is done with 80% accuracy.

CULTURAL ORIENTATION

Synonyms and antonyms are greatly influenced by cultural connotations. Most of us would not accept that "big" is a synonym for "brawny," but we would accept that "large" is a synonym for "big". The cultural connotations of the student's first language may make "big " and "large" (via translation) seem inappropriately synonymous.

NOTE

Finding meaning in context for students is very frustrating. They want to have the security of their dictionaries. They need to know that using context will become easier as their reading skills improve. Make exercises from job applications, instructions, directions, etc. to provide meaningful practice.

OVERVIEW

COMPETENCY

W 1.0 Use commas, question marks, apostrophes, and periods correctly in contractions, lists, simple sentences, and questions.

PREREQUISITE SKILLS/KNOWLEDGE

Understand the differences between sentences and phrases, able to use contractions in speaking, understand the use of punctuation in writing English sentences.

OBJECTIVES

The student will

W 1.1 Punctuate a possessive noun or contraction correctly with an apostrophe.

W 1.2 Punctuate the end of a sentence with either a question mark or a period.

W 1.3 Punctuate lists in a sentence with commas.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Correctly punctuate sentences in a job application.
2. Correctly punctuate a note to the child's teacher or a note to an employer.
3. Correctly punctuate letters to English-speaking pen-pals.
4. Correctly punctuate journal entries.

COMPETENCY ASSESSMENT

1. The student is given a short passage to punctuate correctly using commas, periods, question marks, and apostrophes. This is done with 80% accuracy.

COMPETENCY

W 1.0 Use commas, question marks, apostrophes, and periods correctly in contractions, lists, simple sentences, and questions.

OBJECTIVE

W 1.1 Punctuate a possessive noun or contraction correctly with an apostrophe.

INDIVIDUAL ACTIVITIES

Give the student cards with possessive adjectives and nouns. Have the student match the cards to the pictures or objects in the room and then make his/her own cards to match pictures or objects.

For contractions, write the non-contracted form on a paper and have the student cross out the letters needed to form the contraction. Let the student write more contractions.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Give the students a dictation using apostrophes with possessive nouns and contractions. Have students correct each other's work.

Choose sentences from student writings that require apostrophes. Write the sentences on the board and let the students correct them.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
contractions in present, future and present perfect possessive nouns	apostrophe, contraction, possession, possessive, mine, your, his, her, Mark's, John's, the students', I'm, I'll, he's, she's, he'll, she'll, we'll, they'll, they're, you're	*Beginning Composition Through Pictures* *Conventions in the Mechanics of Writing* *Comp One* *From Composition to Writing* *Grammarwork, 1* *Questions and Answers on American Citizenship* *Federal Textbook on Citizenship*

EVALUATION OF OBJECTIVE

The student is given sentences that require apostrophes in possessive nouns and contractions. The student uses apostrophes correctly 80% of the time.

COMPETENCY

W 1.0 Use commas, question marks, apostrophes, and periods correctly in contractions, lists, simple sentences, and questions.

OBJECTIVE

W 1.2 Punctuate the end of a sentence with either a question mark or a period.

INDIVIDUAL ACTIVITIES

Give the student sentences to punctuate. Include both statements and questions.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Divide the class into pairs or groups of three. Give them a list of sentences and have them write question marks or periods.

Give the group simple sentence strips with familiar reading material. Have them put the words in the correct order and choose the final punctuation. The students then write the sentences on paper and check them with the sentences in their reading material.

STRUCTURES	RELATED VOCABULARY	*MATERIALS/RESOURCES*
statements yes/no and wh-questions	question mark, period, sentence statement	*Beginning Composition Through Pictures* *Conventions in the Mechanics of Writing* *Comp One* *From Composition to Writing* *Grammarwork, 1* *Questions and Answers on American Citizenship* *Federal Textbook on Citizenship*

EVALUATION OF OBJECTIVE

The student is given sentences and asked to write the end punctuation. This is done with 80% accuracy.

COMPETENCY

W 1.0 Use commas, question marks, apostrophes, and periods correctly in contractions, lists, simple sentences, and questions.

OBJECTIVE

W 1.3 Punctuate lists in a sentence with commas.

INDIVIDUAL ACTIVITIES

Give the student some items with more than two colors and have him/her write the colors. Next have the students place commas correctly. For example, if s/he is writing about the flag, s/he could write " The flag is red, white, and blue." Find other pictures with possibilities of several adjectives and have the student write sentences using commas to punctuate the series.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Have the class find examples of sentences with lists in their reading materials.

In groups, have students make up their own sentences and write them on newsprint, an overhead projector transparency, or the blackboard to share with the rest of the class.

Give the group sentence strips that contain lists. Include the correct punctuation. Let the group put the sentences together using the proper punctuation. Then have them copy the sentences.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
adjectives nouns all verb tenses introduced at this level	adjectives, nouns, series, items in a series, sentences, statement	*Beginning Composition Through Pictures* *Conventions in the Mechanics of Writing* *Comp One* *From Composition to Writing* *Questions and Answers on American Citizenship* *Federal Textbook on Citizenship*

EVALUATION OF OBJECTIVE

The student is given sentences that contain lists. The student correctly adds the commas with 80% accuracy.

OBJECTIVE

W 1.3 Punctuate lists in a sentence with commas *(continued)*.

CULTURAL ORIENTATION

Lao, Cambodian and Thai don't use any punctuation. There are no breaks between words or sentences, though there have been some attempts to change by adding spaces between words and sentences, and even more "radically," to use some Western punctuation marks. There are problems with this, however, since the colon, comma, and period, if not carefully placed, can appear to be vowel markers in these languages.

OVERVIEW

COMPETENCY

W 2.0 Record necessary information, directions, and appointments from telephone and in-person conversations.

PREREQUISITE SKILLS/KNOWLEDGE

Ability to understand simple conversations in-person or on the telephone; ability to write date, time, name, and place; ability to clarify and ask for information

OBJECTIVES

The student will

W 2.1 Record the necessary information for an appointment or a message (e.g., date, time, place, name, etc.) on the telephone or in person.

W 2.2 Record the steps in a simple series of directions on the telephone or in-person.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Write down on-the-job directions.
2. Write the necessary information when making an appointment with the doctor, dentist, teacher, etc.
3. Write down correct information when requesting citizenship information or help.
4. Write down important information for a message.
5. Write down directions on how to get somewhere.

COMPETENCY ASSESSMENT

1. The student role-plays a situation where s/he must write down information concerning an appointment and then directions on how to get to it. This is done with 80% effectiveness.
2. The student receives a telephone call (a teletrainer may be used) and must record a message. The message should contain information about time, date, place, as well as some additional information regarding what to wear, what to bring, etc. (For example, if the student receives a phone call about a job interview, recording the time, place and date is relatively easy. Additional instructions should include that the student wear a suit, bring a pen to take a test, etc. This message could also be taken for someone else in the family.) This is done with 80% accuracy.

COMPETENCY

W 2.0 Record necessary information, directions, and appointments from telephone and in-person conversations.

OBJECTIVE

W 2.1 Record the necessary information for an appointment or a message (e.g., date, time, place, name, etc.) on the telephone or in person.

INDIVIDUAL ACTIVITIES

Pass out worksheets to the student that call for him/her to extract information from tape-recorded statements.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Note-Taking:
1. Pass out sheets of notepaper that have five questions on them. Give each student a sheet.
2. Read sentences aloud that contain information which answers all or most of the questions.
3. Read each sentence three times.
4. Have students write short answers to the questions.

Pre-recorded Messages:
Have the students call pre-recorded messages (a theater for current attractions, etc.) to take notes on what is said. (Limit the information to items such as time, place, date, etc.)

OBJECTIVE

W 2.1 Record the necessary information for an appointment or a message (e.g., date, time, place, name) on the telephone or in person *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present, present continuous, past, future prepositional phrases yes/no and wh-questions adverbs adverb clauses with before, because, after, and when conjunctions	because, before, after, when vocabulary associated with time, place, date polite vocabulary such as, "Would you please repeat that?" "Could you spell that please?" next month, the day after tomorrow, last week, four months ago, in an hour, etc. The last day to apply is . . . The deadline is . . . You must take this medication every four hours.	*Elementary Composition Practice* *Developing Basic Writing Skills* *Please Write* *Questions and Answers on American Citizenship* *A Handbook for Citizenship* *Federal Textbook on Citizenship* pre-recorded tapes question sheets and corresponding statements

EVALUATION OF OBJECTIVE

The students listen to a conversation from a tape and record the important information (time, date, place, and name) with 80% accuracy.

COMPETENCY

W 2.0 Record necessary information, directions, and appointments from telephone and in-person conversations.

OBJECTIVE

W 2.2 Record the steps in a simple series of directions from the telephone or in-person.

INDIVIDUAL ACTIVITIES

Give the student a simple map of an area s/he is familiar with. Tape-record directions on how to go from one place to another. Have the student follow the oral instructions on the map. Then have the student listen to the tape again and write the instructions. (The student should **not** write the instructions word for word but try to write only the important words. Let him/her stop the tape when necessary.)

GROUP ACTIVITIES

Adapt the individual activity to group work. In pairs and working with a map, Student A tells student B how to get to a location. Student B follows the directions first on the map and then writes them down in very general terms. Have the students switch roles.

Demonstrate a physical exercise and give instructions on how to do it. Have students take simple notes.

Do a simple cooking demonstration in class (e.g., making a peanut butter and jelly sandwich). Tell the students the steps in making the sandwich. In pairs or individually, they can write down the essential steps using only important or necessary words that will help them remember.

Have the students write directions for activities that you demonstrate: putting batteries in a flashlight, film in a camera, staples in a stapler, etc.

OBJECTIVE

W 2.2 Record the steps in a simple series of directions on the telephone or in-person *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
imperatives: affirmative and negative pronouns: demonstrative adverbs adjectives prepositions ordinal numbers	next, then first, second, third . . . put, go, take, drive, keep . . . jump, stretch, step, run . . . spread, add, open, take . . . go straight, turn left/right, on your left, right take notes, important words, information, series, steps	*Pictures, please!* *Communication Starters* (a good pair map activity), pp. 43,44 *A New Start* (for well-drawn pictures in sequence) *Base One and Two* *Side by Side* *Listening Contours* *English that Works* *Functions of American English* (as a teacher resource at this level) *A Handbook for Citizenship* *The Federal Textbook on Citizenship*

EVALUATION OF OBJECTIVE

The students are given a series of directions on a familiar topic to take general notes on. This is done with 80% accuracy.

OVERVIEW

COMPETENCY

W 3.0 Write appropriate forms of address on letters and invitations

PREREQUISITE SKILLS/KNOWLEDGE

Understand the components of addresses (name, address, zip code, etc.) and the forms of correct address for individuals

OBJECTIVES

The student will

W 3.1 Address a letter or invitation using the correct form of address.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Pay bills by mail.
2. Address invitations to a child's birthday party, wedding, or another type of party or celebration.
3. Address letter to INS requesting forms, a hearing, or information.
4. Address personal letters for inside the U.S. and abroad.
5. Address business letters (e.g., job application, resume, etc).

COMPETENCY ASSESSMENT

1. The student is given some address and envelopes to write the addresses on. (The addresses should include different forms of addresses such as Mrs., Mr., Miss, Dr., etc.) The student completes the task with 80% accuracy.
2. The student is asked to invite four or five people to his/her house. S/he must get the address from the person and then address the envelopes using the correct form, with 80% accuracy.

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COMPETENCY

W 3.0 Write appropriate forms of address on letters and invitations.

OBJECTIVE

W 3.1 Address a letter of invitation using the correct form of address.

INDIVIDUAL ACTIVITIES

Do group activities with the individual student.

GROUP ACTIVITIES

Post Office.

1. Pass out phone books, scissors and staplers.
2. Have the students fold notebook paper to approximate envelope size and staple the sides (with one staple per side only).
3. Have them cut another paper to fit inside the "envelopes."
4. Tell them to get names and addresses of "customers" out of the white pages, and names of businesses out of the yellow pages.
5. Have them put addresses on the envelopes and inside addresses on the letters. (Zip codes appear on a page inside in the telephone directory, but you might also want to bring a Zip Code Directory with you to let the students use. These are available at the post office.)
6. Tell them to "stamp" each envelope with a box in the upper right-hand corner that contains their initials.
7. Ask for two volunteers to be postal workers.
8. Their job is to check each letter for the correct addresses and a stamp.
9. They should check both inside and outside addresses and make sure they match.
10. If they match, and the addresses are correct, they stamp the envelope with a rubber stamp.
11. Postal workers should be replaced after they check 10-20 letters, less if your class is a small one.
12. All approved letters should be delivered to you when the postal workers "retire".
13. Flawed letters should be returned to sender either by the postal worker or you.

Window envelopes:

1. Bring in your own bills that use window envelopes. It would be helpful to give a brief presentation of the wide variety of styles that are used.
2. Let the students practice putting the right portion of the bill in the envelope with a check so that the address shows through the window and the check doesn't obstruct.

OBJECTIVE

W 3.1 Address a letter of invitation using the correct form of address *(continued)*.

GROUP ACTIVITIES *(continued)*.

Appropriate Forms of Address:
Discuss and practice when to use the various gender titles: Do you send a letter to a male friend and address it to Mr._____? When do you use Ms.? Mrs.? What greetings can you use? Dear Mr. Jones, Ms. Smith, Personnel Officer, To Whom It May Concern? What salutations can you use? Sincerely, Cordially, Love, Your friend, Best wishes, etc. What are the differences between a business and a personal letter? How do you address a letter to a U.S. Senator, other elected officials, judges, etc.?

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
gender titles greetings salutations polite forms with modals tenses: simple, present, future and past	gender titles: Mrs., Ms., Mr., Miss Dr., Reverend, Pastor greetings: Dear, To Whom It May Concern salutations: Sincerely, Yours truly, Love, etc. polite forms: Would you please, Could you please, I would like to . . . sender, receiver return address, stamp, cancelled	*Using the Phone Book* *A Writing Book* *Progressive Picture Compositions* *Write it Right* *Write Now* scissors stapler paper rubber stamp and pad window envelopes and bills checks phone book Zip Code Directory

EVALUATION OF OBJECTIVE

The student is given addresses to write on envelopes. The student should decide the appropriate form to use with each. This is completed with 80% accuracy.

OBJECTIVE

W 3.1 Address a letter of invitation using the correct form of address *(continued)*.

SKILLS EXPANSION

Class letters: Send a class letter to a politician, a performer, an ESL class overseas or in another state, a former classmate, etc.

CULTURAL ORIENTATION

There is a variety of styles used around the world to address letters. In some countries, the sender's address is put on the back of an envelope. Inside-addresses have even more variation. Post cards in some parts of the world must be put inside envelopes and letters sometimes must be left unsealed.

OVERVIEW

COMPETENCY

W 4.0 Complete information on forms and questionnaires.

PREREQUISITE SKILLS/KNOWLEDGE

Vocabulary for forms (i.e., section headings, education, experience, personal information, etc.)

OBJECTIVES

The student will

W 4.1 Fill out simple forms and questionnaires.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Fill out employment applications.
2. Apply for credit or to open a bank account.
3. Complete medical information forms.
4. Complete necessary INS forms.
5. Complete school registration forms.

COMPETENCY ASSESSMENT

1. The student is given a form to complete with 80% accuracy.
2. The student completes a form with 80% accuracy in a real-life situation. The student can bring in a form that s/he needs to fill out. The teacher can also assign the student to go to a location and do the necessary paperwork. (For example, the teacher could assign the student to complete a bank account application, a medical questionnaire, or even a school registration form.)

COMPETENCY

W 4.0 Complete information on forms and questionnaires.

OBJECTIVE

W 4.1 Fill out simple forms and questionnaires.

INDIVIDUAL ACTIVITIES

Have the student practice completing forms that are useful to him/her.

GROUP ACTIVITIES

Forms and Questionnaires:

1. Bring in real-life forms and questionnaires or use a collection of forms from a text such as *Book of Forms for Everyday Living*.
2. Most forms require a high intermediate/low advanced language ability, so expect slow going.
3. Divide forms into manageable sizes, i.e., thirds or quarters, and plan to spend most of a class period or longer on that piece. This is preferable to attempting to preview the form by practicing information it asks for, or grammatical forms it uses because students don't see the "big picture" and may think that you are overshooting their ability levels.
4. As difficulties arise, stop the class to practice the troublesome structure or vocabulary.
5. Tell your students to keep a "Forms Notebook" in which they enter the difficult questions they've encountered and their answers. Have them check through it to see if a new question is similar to one they have practiced. There are surprising similarities to the questions that are asked on forms.
6. This activity needs to be done on a weekly basis.
7. Include citizenship forms such as N-400, G-325, Ar-11.

OBJECTIVE

W 4.1 Fill out simple forms and questionnaires *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present, present continuous, present perfect, and past pronouns conjunctions adverbs adjectives	multiple choice answers, fill in the blanks, essay questions, check the appropriate box, print only, do not write below this line Have you ever . . .?, Do you . . .?, Are you . . .?, Can you. . .? experience, license, available, references, diploma, degree, employment, salary, types, account, petition, records, examined, extended stay, intention, status, applicant, illnesses, hospitalized, allergies, resident, residence, birth date, gender	*Books of Forms for Everyday Living* *Questions & Answers on American Citizenship* *A Handbook for Citizenship* *Federal Textbook on Citizenship* *A Writing Book* *Write!* *Write from the Start* forms and questionnaires (especially ones students themselves bring or you collect)

EVALUATION OF OBJECTIVE

The student is given a familiar form to complete with 80% accuracy.

SKILLS EXPANSION

Writing: Have students design questionnaires to discover American opinions on a subject of their choosing. Once the questionnaire is complete, send the students in small groups around the school, to a mall or other public place to interview Americans. Follow up with a discussion of the answers.

CULTURAL ORIENTATION

In many countries, jobs are obtained through patronage. To compete based on credentials may be new for many students.

OVERVIEW

COMPETENCY

W 5.0 Demonstrate knowledge of basic English spelling rules.

PREREQUISITE SKILLS/KNOWLEDGE

Understand the formation of English plurals with "-s"; third person singular; the addition of suffixes to change parts of speech; the basic sounds of English consonants; the difference between the vowels and consonants

OBJECTIVES

The student will

W 5.1 Apply four basic spelling rules:

a. keep the silent "e" when the suffix starts with a consonant (e.g., useful, lovely, used, uses).

b. drop the final silent "e" when the suffix starts with a vowel (e.g., using, moving).

c. change the final "y" after a consonant to "i" and add the suffix, except when it is -ing, possessive, or a proper name (e.g., copies copying, Mary's).

d. If a word ends with a single consonant preceded by a single vowel (hit, mop) and a suffix beginning with a vowel is added (-er, -ed, -ing), double the final consonant when:
   - the word has only one syllable (e.g., dropped).
   - the word is accented on the last syllable (e.g., beginning).

POSSIBLE LIFE SKILLS APPLICATIONS

1. Spells words on forms and applications correctly
2. Spells words introduced in class correctly
3. Spells words in notes to the supervisor or teacher correctly

OVERVIEW *(continued)*

COMPETENCY

W 5.0 Demonstrate knowledge of basic English spelling rules *(continued)*.

COMPETENCY ASSESSMENT

1. The student is spells words that follows the four basic rules with 80% accuracy.
2. The student is given a note or piece of writing (can be actual sentences written by members of the class) with spelling errors. The student finds the errors and corrects them with 80% accuracy. (The words should be ones that follow the rules listed above.)

COMPETENCY

W 5.0 Demonstrate knowledge of basic English spelling rules.

OBJECTIVE

W 5.1 Apply four basic spelling rules:

a. keep the silent "e" when the suffix starts with a consonant (e.g., useful, lovely, used, uses).
b. drop the final silent "e" when the suffix starts with a vowel (e.g., using, moving).
c. change the final "y" after a consonant to "i" and add the suffix, except when it is -ing, possessive, or a proper name (e.g., copies copying, Mary's).
d. If a word ends with a single consonant preceded by a single vowel (hit, mop) and a suffix beginning with a vowel is added (-er, -ed, -ing), double the final consonant when:
   - the word has only one syllable (e.g., dropped).
   - the word is accented on the last syllable (e.g., beginning).

INDIVIDUAL ACTIVITIES

Pass out spelling sheets for the student to study. Practice spelling the words with the student and how to apply the proper rules. Have the student identify the rules from time to time.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Introduce the spelling rules as examples occur in the classroom. Do not introduce them all at once.

Write the rule on a piece of newsprint. Have students find words from their reading materials that follow the rule, and write the word below the rule on the newsprint. This is very effective in the context of teaching a grammar point. For example, when the third person singular is introduced, the spelling rule governing the addition of "-s" can be introduced at the same time.

Have students keep spelling notebooks with words categorized according to the four rules introduced.

Conduct a spelling bee with your class using words categorized according to the four rules introduced. Have the students also keep a list of words with unusual spellings but similar sounds; for example: "might," "fight," "right," etc. Also point out words that have more than one sound like "c" and "g." (*Sounds Easy* is a good resource for this.)

OBJECTIVE

W 5.1 Apply four basic spelling rules *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
verbs nouns: formation of the plural adjectives comparative superlative	sound/symbol correspondence, syllables, stress, vowels, consonants, prepositions, spelling, initial, final	*Sounds Easy* *Errors and Expectations* (teacher resource only) *Written English* *Comp One* *English Sounds and Spellings* *American English Sounds and Spellings* teacher-made spelling lists other most commonly misspelled word lists

EVALUATION OF OBJECTIVE

The student is given a spelling test with words s/he has studied and that follow the rules taught. The student completes the test with 80% accuracy.

SKILLS EXPANSION

Scrambled words: Have students unscramble words.

CULTURAL ORIENTATION

Some languages are spelled the way they sound. Others use vowel markers, so there is a difference between otherwise identical words. In some languages sounds change according to their placement in a word.

OVERVIEW

COMPETENCY

W 6.0 Demonstrate knowledge of sentence word order and relate sentences to each other.

PREREQUISITE SKILLS/KNOWLEDGE

Understand the difference between statements and questions; familiarity with the fact that adjectives precede nouns; familiarity subject-verb-object word order of English statements.

OBJECTIVES

The student will

W 6.1 Use correct word order when writing statements or questions in English.

W 6.2 Sequence sentences appropriately in relationship to each other.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Write understandable sentences on application forms.
2. Writes understandable sentences on medical forms.
3. Use correct word order on forms filled out for the INS.
4. Use correct word order and relate sentences when writing class assignments.
5. Sequence sentences appropriately when writing a letter.
6. Sequence sentences appropriately when describing previous job experience.

COMPETENCY ASSESSMENT

1. The student is given sentences with incorrect word order and out of sequence. The student finds the correct word order and then puts them into the correct sequence with 80% accuracy.
2. The student is given scrambled sentences. The student unscrambles the sentences and then sequences them with 80% accuracy. (The sentences could be taken from student in class writings.)

COMPETENCY

W 6.0 Demonstrate knowledge of sentence word order and relate sentences to each other.

OBJECTIVE

W 6.1 Use correct word order when writing statements or questions in English.

INDIVIDUAL ACTIVITIES

Give the student cards with individual words on each. Have the student arrange them into sentences with the correct word order. Review the rules that adjectives go before nouns,and in the verb phrase of a sentence, the order is place, manner and time.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Make word charts based on information and vocabulary the students are studying in class. Tap out statements or questions. Have the class read what was tapped out and write it down. When the students understand how to use the word chart, have them tap out their own statements and questions.

For example:

CHART

Is	is	Dang	is	beer	?
What		Garcia	went	to town	
Where	did	George	go	a nurse	
Did		Ping	drinking	late	

Student A takes a pointer and taps out, "Is Garcia drinking beer"?
The class writes the question.
Student B takes a pointer and taps out, "Where did Dang go"?
The class writes the question.
Student C takes a pointer and taps out, "Ping is a nurse."
The class writes the statement.

Have the students find as many combinations as possible. Make the material progressively difficult. Review material regularly in this manner.

OBJECTIVE

W 6.1 Use correct word order when writing statements or questions in English *(continued)*.

GROUP ACTIVITIES *(continued)*.

Scrambled Sentences:

1. Prepare five examples of each sentence pattern.
2. Write each word of the sentence as large as possible on its own card.
3. Tape them to the wall one sentence at a time with the words in random order.
4. Ask students to reposition them in the correct order.
5. Ask students how each type of sentence is different from the other types.
6. Ask them to alter one type of sentence so that it could be another type.
7. Citizenship examples: Are there eight Justices and one Chief Justice on the Supreme Court?
   American Indians signed treaties with the U.S. Government.
   How many Justices are on the Supreme Court?

Adverbs of Time and Place:

1. Discuss placement of adverbs of time and place.
2. Pass out worksheets to practice their placement.
3. Azar's *Fundamentals of English Grammar* and *Understanding and Using English Grammar* has activities that can get you started, or that can serve as models for worksheets that you create based on subject material studied in class.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
yes/no and wh-questions statements imperatives tenses: simple present, present continuous, present perfect, past, past continuous, and future adjectives adverbs prepositions conjunctions adverb clauses: when, because, while, before, after	question words, sequence, word order, place, manner, time, adverbs, subject, verb, object,	*Questions and Answers on American Citizenship* *A Handbook for Citizenship* *Comp One* *Word Plays* *Write it Right* *Fundamentals of English Grammar* *Understanding and Using English Grammar* charts lists of sample sentences cloze activities word cards

EVALUATION OF OBJECTIVE

The student is given scrambled sentences. The student puts the words in correct order with 80% accuracy.

COMPETENCY

W 6.0 Demonstrate knowledge of sentence word order and relate sentences to each other.

OBJECTIVE

W 6.2 Sequence sentences appropriately in relationship to each other.

INDIVIDUAL ACTIVITIES

Cut up a story or written activity that clearly has a sequence. Ask the student to read the sentences and put them in the correct order. Have the student compare his/her version with the original and then copy the correct version.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Divide the class into small groups. Give them writings in which the sentences do not completely relate to each other. Have them cross out the sentences that they think are not related and rewrite the passage. (Collect actual student examples or make up your own.)

Have the students write a paragraph with several sentences. (The paragraph could be related to a picture.) Let them work in pairs and check the paragraphs for correct sentence sequence. (Monitor the pair work closely as this may initially be frustrating for the students.)

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
y/n and wh-questions statements tenses: simple present, present continuous, present perfect, past, past continuous, and future adverbs adverb clauses conjunctions	sequence, related, relationship, (nothing) to do with, next, after, doesn't belong here , unrelated, topic, subject	From Writing to Composing Comp One Teacher-made materials using unrelated sentences

EVALUATION OF OBJECTIVE

The student is given a passage with unrelated sentences. S/he decides which sentences are not related, crosses them out, and then writes the passage correctly. This should be done with 80% accuracy.

OVERVIEW

COMPETENCY

W 7.0 Write steps in a short process (instructions, directions, or recipes).

PREREQUISITE SKILLS/KNOWLEDGE

Ability to follow and understand oral directions; arrange steps in a process in the correct sequence; familiar with imperatives (negative and affirmative); modals

OBJECTIVES

The student will

W 7.1 Write the steps in instructions, directions, or recipes

POSSIBLE LIFE SKILLS APPLICATIONS

1. Write a recipe to share with friends, relatives, or classmates.
2. Write instructions to a child or friend about how to do something (e.g., clean the floor, prepare something for dinner, wash the car, etc.).
3. Write directions for a co-worker.
4. Write the steps in a legal process (e.g., how a bill becomes a law).

COMPETENCY ASSESSMENT

1. The student is given a set of pictures of steps in a process. The student writes a short imperative statements for each step with 80% accuracy.
2. The student writes the steps in a short process. The student can choose his/her own process or the instructor can assign one. For an employed person, a job-related procedure would be helpful. For a homemaker, a recipe or how to complete a task around the home would be appropriate.) This is done with 80% accuracy.

COMPETENCY

W 7.0 Write steps in a short process (instructions, directions, or recipes).

OBJECTIVE

W 7.1 Write the steps in instructions, directions, or recipes.

INDIVIDUAL ACTIVITIES

Give the student a picture to write about. Talk about the pictures first to unlock vocabulary, and make sure the student understands the process. Have the student write the steps in the process. Correct the paper, and have the student rewrite it. (There is a good sequence of pictures in *A New Start*.)

GROUP ACTIVITIES

Do the individual activity with the entire group.

Have the students write recipes and publish a class cookbook. They can then cook their recipes for a class party.

Write invitations, with directions for locating the address.

Let's Fix It:

1. Bring a ballpoint pen, stapler, unassembled gift box, walkman, a child's take-apart toy box, keys and key ring, coffee pot and coffee, etc.
2. Divide the students into small groups.
3. Have the students assemble or disassemble one of the items step by step as they talk about what they are doing.
4. After the oral practice, have them write down the entire process as a group.
   To check the writing, collect the papers and realia. Choose a group to come forward to read the paper and follow the exact instructions. In this way, the entire class can determine if the instructions were written correctly and in sequence. (The group should not do this with their own paper, however.)

How a Bill Becomes Law:

1. Divide the class into the House, and Senate.
2. Have the group decide on a law they want and make sure it originates in the proper place. At this level, keep it simple and oriented to something happening in their own lives. For example: Should the government give more money to the Amnesty Program? Refugees? Must students learn English?)
3. Make sure they amend the bill as it goes through the various readings and that there are compromises between House and Senate versions.
4. Make sure the students write after they talk about the proposed changes.
5. A picture makes this easier for the students to understand.

OBJECTIVE

W 7.1 Write the steps in instructions, directions, or recipes *(continued)*.

GROUP ACTIVITIES *(continued)*.

Action English Pictures:

1. Use the picture sequences as prompts for sentences.
2. Since most sequences are about 12-14 pictures, it would be best to divide the class into three groups and divide the pictures: 1-5 to group 1, 6-10 to group 2, etc. Have each group write sentences about their pictures.
3. Have the groups trade their pictures and the sentences they composed, and correct for errors.
4. Put the pictures and the sentences together in the final sequence. Have the entire group check the sentences.

Jumbled Sequences:

1. Divide the class into groups of two or three.
2. Ask them to write how to do something, and then mix up the steps, so they're out or order.
3. Have the groups trade their processes and reorder the steps correctly.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
imperative, affirmative and negative pronouns: demonstrative adverbs prepositions adjectives ordinal numbers modals: should, must, have to	action verbs: assembly, disassembly, put in, put together, take ordinal numbers prepositions: from, to, on, under, above, in	*Action English Pictures* *A New Start* (for picture sequence) *10 Civics Lessons* *Everyday Writing Tasks* *Ready to Write* *Questions and Answers on American Citizenship* *A Handbook for Citizenship* picture of how a bill is passed realia appropriate for completing a process of 5-7 steps

EVALUATION OF OBJECTIVE

The student is given a topic on which to write the steps needed to complete a process of 5-7 steps (e.g., cooking rice, making coffee, waxing the floor or car, washing the windows, going to another place, etc.). This is done with 80% accuracy.

OVERVIEW

COMPETENCY

C 1.0 Recognize the values of basic currency and coins, and make change correctly.

PREREQUISITE SKILLS/KNOWLEDGE

Familiarity with coins and bills of all denominations; add, subtract, and multiply

OBJECTIVE

The student will be able to

C 1.1 Recognize the value of currency and coins.

C 1.2 Make change correctly.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Count change received from a purchase
2. Buy needed items or services.
3. Use bank or other legitimate services to cash checks.

COMPETENCY ASSESSMENT

1. The student role-plays a situation in a store where s/he purchases goods, counts out the money for the cashier and then checks the change received. This is done with 80% accuracy.
2. In a banking situation (role-play is okay), have the student cash a check and ask for specific bills and coins. Have the student count the bills and coins received. This should be done with 80% accuracy.

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COMPETENCY

C 1.0 Recognize the values of basic currency and coins, and make change correctly.

OBJECTIVE

C 1.1 Recognize the value of currency and coins.

INDIVIDUAL ACTIVITIES

Assist the student in doing the group activity.

GROUP ACTIVITIES

The Price is Right:
Like the game show, the students attempt to guess how much items cost. Bring in newspaper ads, catalog pages, menus, etc. with the prices covered (use removable adhesive labels). Let pairs work together on a page. After they have priced the items, give them envelopes with paper money. Have them buy the "items" from each other. When the activity is over, determine who came closest to the price, and how much money each student had left.

The Unexpected:
Pose economic problems for students to solve: the car needs new shock absorbers; they are fifty dollars short on the rent; a long, lost sister without money and alone has just shown up and will be giving birth this month, etc. (Students should imagine they are broke. Encourage them to use a variety of economic solutions.)

Citizenship Issues:
Discuss minimum wage, child labor laws, taxes, and that goods and services are paid for with local taxes, etc.

OBJECTIVE

C 1.1 Recognize the value of currency and coins *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
comparatives superlatives y/n and wh-questions tenses: present, present continuous, present perfect, past continuous, future pronouns prepositional phrases modals: would, could	more than, less than, fewer, most, expensive, cheap, inexpensive, a good deal, overpriced, budget, sale, price	*A Handbook for Citizenship* *Federal Textbook on Citizenship* *Understanding Word Problems* *Estimation* sales papers catalog pages fake money

EVALUATION OF OBJECTIVE

The student is given some fake money and several items to purchase. S/he must spend as much of the fake money as possible. This is done with 80% accuracy.

SKILLS EXPANSION

Conversation: "Dollarwise".
Every week discuss a way to stretch the student's dollars: garage sales, vegetable gardens, freezing vegetables, recycling, retreaded tires, keeping coffee or hot water in a big thermos so the stove doesn't have to be turned on for reheats, heating with wood, making a home more energy efficient, etc.

CULTURAL ORIENTATION

Banking practices in some countries are quite different from the U.S. Some banks refuse to return money in savings accounts on demand; others have hidden charges that negate interest earned. In some places, transactions are not necessarily confidential. Make sure that your student understands that American banks rarely, if ever, operate in this manner.

Islamic students may be troubled by the charging of interest, which is outlawed by usury laws in the Middle East. Saudi Arabian banks have bank charges on transactions as a way of making money and allow those who keep their money in the bank to have a "credit limit" which equals the amount in the bank plus a percentage extra, and if not used, is given to the depositor when s/he withdraws the deposit.

Tellers in many developing nations need a bank officer's approval for even simple transactions. Your student may expect to see a bank officer in order to cash a check or make a deposit and may worry if s/he doesn't.

COMPETENCY

C 1.0 Recognize the values of basic currency and coins, and make change correctly.

OBJECTIVE

C 1.2 Make change correctly.

INDIVIDUAL ACTIVITIES

Practice making change with the student using either real or fake money.

GROUP ACTIVITIES

After teaching the students to count back change, have them practice with each other using either real or fake money.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
y/n and wh-questions tenses: simple present, present continuous, future cardinal numbers	That comes to . . . That'll be . . . dollar, bill, buck penny, nickel, dime, quarter, half dollar	*Understanding Word Problems* *Estimation*, fake or real money

EVALUATION OF OBJECTIVE

The student makes change correctly in a role-play situation (e.g., bank, store, etc.) with 80% accuracy.

OVERVIEW

COMPETENCY

C 2.0 Match common measurement terms to appropriate situations.

PREREQUISITE SKILLS/KNOWLEDGE

Add, subtract, multiply and divide

OBJECTIVE

The student will be able to

C 2.1 Apply the appropriate measurement term to a given situation.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Ask for "yards" of fabric, carpet, ribbon, etc.
2. Ask for "feet" of fabric, carpet, wire, rope, etc.
3. Ask for appropriate liquid measure (milk, paint, orange juice, oil, gas, etc.).
4. Give measurements of distance to go from one place to another.

COMPETENCY ASSESSMENT

1. In a role-play situation the student will ask for items using the correct terms of measurement with 80% accuracy.

2. Using realia for different items, the student identifies the correct measurement term for each item with 80% accuracy. (Realia could be a paint can, a piece of material or carpet, some fruit or vegetables, a piece of work, etc.)

COMPETENCY

C 2.0 Match common measurement terms to appropriate situations.

OBJECTIVE

C 2.1 Apply the appropriate measurement term to a given situation.

INDIVIDUAL ACTIVITIES

Assist the student in completing the activities suggested for the entire group.

GROUP ACTIVITIES

Measure It.
Focus on a particular weight or measurement and design a lesson around it. For inches, feet, and yards, come to class with tape measures, yardsticks, rulers, etc. Have the students measure the room and each other. Have them make a chart of the heights of all the students in the room.

Set up various stations at which things are to be measured: a shirt sleeve and collar length, circumference of a ball, a chair for height, width and length, etc.

In another lesson, do weight: bring a bathroom scale or a balance scale.

Washington State Facts: Use physical features of this state to practice weights and measurement vocabulary:

The Columbia River is _____ long and _____ wide.
Mount Rainier is 14, 410 _____ tall.
Lake Chelan is _____ _____ deep.
The Olympic Rain Forest gets _____ _____ of rain a year.
The Palouse Valley Produces _____ _____ of wheat a year.
Washington State produces _____ _____ of apples a year.
The Boeing 747 is _____ _____ long, _____ _____ wide,
and weighs _____ _____
It carries _____ amount of fuel, etc.

OBJECTIVE

C 2.1 Apply the appropriate measurement term to a given situation *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
y/n and wh-questions imperatives tenses: present, present continuous, past and future conjunctions adjectives adverbs	how many, how much inch, year, foot, feet gallon, quart, cup, half gallon pounds, ounces cords, case, six-pack, bushel cubic yards, feet board feet, bulk	*Measuring* *Math Tactics* *Solving Word Problems* *Measure Up* weight and measurement devices facts about Washington State

EVALUATION OF OBJECTIVE

The students are given role-play situations where they must apply appropriate measurement terms. This is done with 80% accuracy (e.g., role-play situations: clothing store, pharmacy, hardware store, on-the-job, supermarket, etc.).

SKILLS EXPANSION

Conversation: Discuss various quantity words: six-pack, dozen, case, bunch, cord, giant size, king size, family size, cubic yard, square feet, buying in bulk, etc.

CULTURAL ORIENTATION

The size of packages as a merchandising tool may not be practiced as extensively in the student's native country. S/he needs to be told to look for and compare the actual quantities and sizes, rather than relying on which package looks the biggest. (There is a good lesson on this topic in *Insights and Ideas*.)

Make students aware of other sales techniques: color and its effect on our buying practices, the layout of the store, the use of music and free samples, and placement of goods on the shelves and near the checkout stand.

Finally, explain that every major food company markets products under other brand labels. Although less "cosmetically premium", they are just as nutritious and cheaper.

OVERVIEW

COMPETENCY

C 3.0 Understand percent and fractions.

PREREQUISITE SKILLS/KNOWLEDGE

Ability to add, subtract, multiply and divide.

OBJECTIVE

The student will be able to

C 3.1 Employ fractions and percents in appropriate situations.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Use percent to figure sales tax.
2. Use percent to calculate payroll deductions.
3. Use fractions in recipes.
4. Use fractions to calculate amount of fabric, carpet, paint, etc. to buy.
5. Use percent to figure a sales price.

COMPETENCY ASSESSMENT

1. The student calculates the answers to word problems involving both percents and fractions with 80% accuracy. (The problems should be practical ones the student might possibly encounter.)
2. The student calculates sales tax, checks, payroll deductions or reductions on sale items by using percents with 80% accuracy.

COMPETENCY

C 3.0 Understand percent and fractions.

OBJECTIVE

C 3.1 Employ fractions and percents in appropriate situations.

INDIVIDUAL ACTIVITIES

Have the student complete practical word problems and worksheets with fractions and percents.

GROUP ACTIVITIES

Have the students practice using fractions and percents from math problems. Write them on the blackboard to check as a group.

Bring in sales flyers and advertisements. In groups, have the students figure out how much money they would save.

Bring in a paycheck and work out the percent of the deductions. Give the students fake paychecks and have them figure the deductions.

Discuss with students situations involving credit: (e.g., buying a house, car, CD player, general clothing purchases, etc.). Look at the pros and cons for each.

Pass out a questionnaire. Have the students total the results: What percentage of the class is married? Under 25? Working? etc.

Citizenship Facts: Use demographic data and ask students to make statements involving fractions or percents: What percent of the U.S. population is over 65? Live in California? Make more than $25,000 a year? etc.
Using Geographic data: What percent of the states is larger than Montana? How much of Washington State is east of the Cascades? etc.

OBJECTIVE

C 3.1 1. Employ fractions and percents in appropriate situations *(continued)*.

Budgets.

1. Divide the students into groups of three or four.
2. Give each of them an imaginary job with a certain income.
3. Using the want ads and catalogs, have the students find an apartment or house to live in. Let them divide up the budget. Who will pay what percent of the apartment, utilities, food, etc.?
4. With the entire group, compare the different budgets.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present, present continuous, present perfect, past, future comparatives superlatives prepositional phrases demonstrative pronouns modals: must, have to, should	What percent (age) . . . What part of . . . What fraction of . . . half, quarter, three quarters, one eighth, one fifth, two thirds, etc.	(*Information Please Almanac* etc.) *Managing Your Money* *Basic Banking Operations* *Decimal and Percents* *Using a Calculator* *Questions and Answers on American Citizenship* *Federal Textbook on Citizenship* worksheets questionnaire U.S. Maps

EVALUATION OF OBJECTIVE

The student is given problems to solve involving the use of fractions and percents. This is done with 80% accuracy. (The problems should be ones the student might encounter in daily life.)

OVERVIEW

COMPETENCY

C 4.0 Understand receipts and bills.

PREREQUISITE SKILLS/KNOWLEDGE

Ability to add, subtract, multiply, divide; understanding of decimals and fractions; the American measurement system

OBJECTIVE

The student will be able to

C 4.1 Interpret bills, pay stubs, grocery or department store receipts and bank statements

POSSIBLE LIFE SKILLS APPLICATIONS

1. Check a pay stub.
2. Interpret an electric bill.
3. Check a grocery or department store receipt.
4. Balance a bank statement.

COMPETENCY ASSESSMENT

1. The student is given a bank statement to balance or a pay stub and a store receipt to check. This is done with 80% accuracy.

2. The student is given word problems to solve involving figures from a pay stub, a bank statement, and a receipt. This is done with 80% accuracy.

COMPETENCY

C 4.0 Understand receipts and bills.

OBJECTIVE

C 4.1 Interpret bills, pay stubs, grocery or department store receipts and bank statements.

INDIVIDUAL ACTIVITIES

Give the student worksheets that have word problems involving pay stubs, bank statements, receipts, and bills.

GROUP ACTIVITIES

Bank Statements.
Using a book such as, *Basic Banking Operations*, set up a realistic banking situation. Have the students assume the roles of various people and follow the directions in the text. (All forms such as checks, savings, and checking deposit slips, etc. are included.)

Have students bring in copies of their bills and credit slips. Check them together. (Obscure the names so privacy is assured.)

Using the students' utility bills, have them calculate their KWH or GPH usage. Use simple power company charts and graphs to help them understand the relative expenses of electric use. Ask your local utility for demonstration meters, and have the students practice meter reading.

Using grocery receipts with the food name listed, have the students add the items. Teach them to use a calculator if they don't know how. Make sure they can identify what is taxed and non-taxed items. Have them figure the tax also.

Using a pay stub, have the students figure out the deductions.

OBJECTIVE

C 4.1 Interpret bills, pay stubs, grocery or department store receipts and bank statements *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
two-word verbs tenses: simple present, present continuous, present perfect, past, future pronouns: possessive, subject, object imperative (negative and affirmative) modals: can, may, might, could, would	gross, net, FICA, deposit, withdrawal, total, subtotal, @, wage, credit, sales tax, check, deposit slip, percentage, fraction, add, subtract, divide, multiply, bank statement, pay stub	*Basic Banking Operations* *Managing Your Money* (has overhead transparencies of a pay stub) various household bills--blank checks and money orders, deposit slips, bank statements, payroll forms, sales receipts, utility company charts, graphs and meters

EVALUATION OF OBJECTIVE

The student is in a role-play situation where s/he must check a receipt, pay stub, or bank statement for accuracy. This is done with 80% effectiveness.

SKILLS EXPANSION

Home Budget.
Show students who express an interest in budgeting how to set up a budget that will help them manage their money. Help them allocate a reasonable amount for various living expenses, and then each month have them use their receipts to calculate the percentage above or below the budgeted amount. Have them alter the budget amount after they have a track record for expenses.

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